The Journal «Innovation and Professional Development for Lecturers» is a biannual digital publication, edited by the Faculty of Education at Universidad Católica Silva Henríquez.
This is the 2nd issue of the Journal, whose purpose is to show pedagogical and innovative studies and experiences, carried out by: scholars of diverse universities, scholars of different careers of UCSH Education Faculty and teachers of the school system.
The different subject matters explored are closely related to education, whether they be studies or teaching practices. Thus, holding in high regard the actions to which our lecturers have endeavoured.
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Presentation

The training of teachers in the Catholic University Silva Henríquez education faculty is sustained in the work of Mr. Bosco, with his preventive salesian characteristic and it is inspired in the legacy of our Cardinal Raúl Silva Henríquez. It focuses on deep issues relating with and to others, I mean social justice, human rights, common well-being and respect to diversity. In this context and to get on the issue that called us here, “Professional Innovation and Development for teachers”, it is highly meaningful to be able to share experiences from the practice that promotes learning and teaching processes which are convenient and of quality, where issues such as well-being, human rights, emotions, values and social justice can be based in our work as teachers and as teacher trainers of our country.

Each and every experience presented in this second edition of the magazine turns out highly significant, promoting open spaces of dialogs and analysis that allow us to generate learning communities. The challenges that education faculties face since the requirements of the Professional Teachers Development Law 20.903, invite us to re-check our practices, starting from a deep reflection of the pedagogy know-hows and our identity as professionals responsible to train future generations.

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How do i do it? The teacher’s challenge of attending to diversity

Ximena Berríos Armijo

Summary

The following work develops the question of how teachers attend to diversity in the classroom, relaying on their teaching practices and political-educative alignments that norm national education. Attending to diversity is a challenge to education. Currently, schools strive to be inclusive and for teachers to offer varied and significant pedagogy practices for all students, considering in their planning the diversity and particularities of everyone, based on educational decrees.

In this context, the work required investigation that considered aspects of national educational policies and investigation related to educational issues, to see how attending to diversity is applied in the Chilean educational reality.

Keywords: Diversity, inclusion, educational practices.

Objectives

To put forward, from readings and bibliographical checks, the state of the art regarding attending to diversity.

Introduction

Diversity is currently a very popular term considering its social relevance, therefore of great importance in the educational area. Attending to it is a responsibility shared among directors, teachers, professionals of the field and all actors in general. This is why it is imperative to consider the Chilean educational reality to be able to observe in what measures diversity is being approached, considering political and educational aspects and pedagogy experiences.

Development

In Chile, since the 1960’s, the principle of integration was included as part of the educational discourse, therefore the concept of special education needs became part of the schools’ language. It was also indicated in the Warnock report:

It is stated that the aims of education are the same for all children, whichever problem or problems they might have in their development. As consequence, education is a chain of continuous efforts to find answers to diverse educational needs necessary for reaching the proposed objectives (MINEDUC, pgs. 10-11)

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This was established as a change in the educational perspective, neither differentiating nor segregating special education from general education, but unifying the concept of education as a right to which every student must have access, regardless of physical, economic, social, cultural or other characteristics.

After this contribution, according to MINEDUC in the text «National Policy of Special Education» Our Compromise to Diversity of 2005 evidenced, since the 1990’s with the Education Reform, that steps were taken to give more relevant and better educational answers to the country. One that stood out was the MECE/Basic program line, where teachers trained and improved in diverse areas, including the one that brought us here, attending to diversity in the classroom. We can see from the above that it is a concept with history and with years of debate and implementation within Chilean educational policies.

But, in this article we must still answer what attending to diversity in the classroom is. To do it, we have sustained our argument in what was stated by the Education and Culture Ministry in Uruguay, which defines it as:

…to plan educational measures that easy an answer adapted to the specific educational needs that students who assist our institutions have…to give all students, with or without learning difficulties or in a disadvantaged situation, the most adequate educational answer to their interests and needs, aiming to a significate learning… the compromise to attend to all and every need of each student involves guaranteeing a number of conditions…we understand that diversity enriches us (2010, p.11).

In Chile’s case, the educational answer orientated towards attending to diversity is sustained in the Universal Design of Learning, whose objective is to «maximize the learning opportunities of all students, considering their vast range of abilities, learning styles and preferences» (MINEDUC, 2015, p. 19). As we can observe, it puts forward the idea to encourage opportunities so all students can learn from their diverse characteristics and interests; diversity is valued and respected.

Diversity in the classroom is, without a doubt, a challenge for teachers, establishments, the complete educational system and the country since every actor must provide «a positive interaction between the students, which can generate knowledge, acceptance and value of others» (Escarbajal, Mirete, Maquilión, Izquierdo, López, Orcajada, Sánchez, p. 3), therefore making diversity part of everyday life in the classroom. Teachers must provide effective interactions so students can participate in their own learning in an active way, enriching the diversity and valuing it as a contribution.

Currently in Chile, there are a number of educational policies aimed at promoting inclusion practices so every student can have access to obligatory school thus accessing a load of minimum obligatory knowledge and objectives.
It is necessary to indicate that attending to diversity is not solely responsibility of the educational policies derived from 

It is necessary to indicate that attending to diversity is not solely responsibility of the educational policies derived from MINEDUC; part is responsibility of the teachers and society. In respect to the teaching, according to the study «Social representation of teachers regarding academic diversity in relation to the context of their professional, practices and initial training performance» written by Marcela Apablaza, Doctor in Educational Sciences of Catholic University; the approach to attending to diversity is not enforced with the real importance that it has for the educational process of the students and this is seen in diverse educational levels. It is necessary to encourage, train and enrich the role of teachers so they can achieve this in an effective way.

Then, as it is observed, attending to diversity continues to be a challenge because teachers consider themselves lacking abilities, knowledge and the handling of educational policies and practices suitable for attending to diversity. This brings up the question, how do they do it? Diversity is already present in the classrooms and has always been.

How do I do it? The teacher’s challenge of attending to diversity

In Chile, education, in particular, the teachers’ performance in the school system is regulated, among diverse elements, by the Frame for Good Teaching. It indicates that teachers are «committed with students’ training… teachers get involved… with all their capacities and values» (CPEIP, 2008, p. 7). From the forgoing, we can see the teacher is an individual with a high power of impact in the educational process of students since they are part of their training and invest resources to encourage their development.

The objective of the Frame for Good Teaching is to contribute to the improvement of teaching by offering a guide to involve all the students in the learning of content. It indicates 4 domains, corresponding to:

A. Preparation of the teaching.
B. Creation of a suitable environment for learning.
C. Teaching for the learning of all the students
D. Professional responsibilities.

The first domain talks about the preparation of disciplines, of the knowledge to be taught for which pedagogic competences and tools are necessary. The second domain refers to the environment where the process of teaching and learning take place, being of importance the expectations the teacher has of the students. The third domain involves the aspects of the teaching process, generating «learning and developmental opportunities for their students» (MINEDUC, 2008, p. 9), making the students participate in an active way in the classroom and therefore the teaching-learning process. And the last domain refers to the purpose and compromise of making all the students learn. This aspect requires and involves active and responsible consciousness from the teachers.
As we observe, the third domain titled «Teaching for the learning of all students» is given more importance in this article since it talks about giving opportunities for learning and development to every student who participates in the teaching-learning process, which is posed as a key factor in respect to attending to diversity in the classroom.

But, it is necessary to indicate what we understand of diversity in general, defined by the rae as variety, difference, quantity of many things.

In accordance with such concept, attending to diversity in the classroom is understood as «giving the right to a quality education, the equality of opportunities and participation available for everyone …it means to remove barriers that many students face to be able to access learning and participation…» (Mineduc, 2005, p.8). Therefore, it is necessary to offer practices in favor of the students, giving them all the necessary resources for its approach.

Among the help that is currently offered in Chile, we consider many diverse existing laws and decrees that norm, regulate and orient respect to attending to diversity in the education area.

The first law to cite will be Law N° 20.422, which establishes norms about equality of opportunities and social insertion for disabled people (Mineduc, 2010). Apart from eliminating discrimination, it gives the bases to ensure equality for people with conditions of disability, thus eliminating segregation.

Decree N° 170 was also considered because, in addition to establishing norms to determine the students with NEE who will benefit from grants for special education, it indicates what evaluation process and which professionals, to apply tests and specific tool, will be considered. These give us a diagnosis, which is the necessary and obligatory documentation to be a participant in the school integration programs (2009). But, as we read, such decree doesn’t include orientation in respect to the implementation of strategies or teacher preparation in respect to attending to diversity in the classroom.

The second decree to consider corresponds to Decree exempt N° 83/2015 that, according to what Mineduc presented the year 2015; it seeks to find an answer to the General Law of Education, since it defines the criteria and the orientations of the curricular education to plan pertinent and quality proposals for the characteristics of students with Special Educational Needs, starting from preschool, elementary and high school. Therefore it is a decree that brings: «answers to the educational needs of every student, considering the autonomy of the educational establishments, promoting and valuing cultural, religious, social and individual differences of the communities the school system attends» (Mineduc, 2015, p. 9).

The decree previously mentioned grants flexibility to the curricular measures inherent to the teaching exercise and also offers general guidelines for the creation of educational answers to attend to diversity. It is necessary to mention, in parallel and as a contribution to the previous decree which promotes the use of the Universal Design for
Learning known as **dua**, that «it is a strategy for an answer to diversity, whose objective is to maximize the learning opportunities for all students considering the vast range of abilities, learning styles and preferences» ([Mineduc, 2015, p. 19]) The **dua** is based on three principles:

- The first one is to offer multiple means of presentation and representation, meaning the teacher will recognize and consider the different sensorial modalities, styles of learning, interest and preferences to plan classes, favoring the perception, comprehension and representation of the information given to all students.

- The second principle is to provide multiple means of execution and expression, this means the teacher will consider the diversity of styles, capacities and preferences so students can express and be themselves.

- The third and last principle is to provide means of participation and commitment, where the teacher will offer diverse levels of challenges, giving students support so they can develop it, maintaining motivation and persistence in the given job.

As we can see, the implementation of decree N°83 and the **dua** is responsibility of the teacher, he or she must provide the best environment, diverse activities and strategies to attend to diversity in the classroom; he or she is in charge of implementing measures in favor of diversity and favor the characteristics of all the members of the classroom.

The same year the before-mentioned decree was promulgated, law N°20.845 was presented. It says «academic inclusion that regulates the admission of students eliminates shared financing and prohibits lucre in establishments that receive State’s contribution» ([BCN, 2015, p. 1]). Such law is sustained in three specific criteria: it allows families to choose the educational establishment without depending on their economic capacity; it eliminates lucre in establishments that receive State’s contribution and it ends with arbitrary selection, as consequence allowing an unrestricted selection of a school. It is the last criterion which contributes to the investigation since it indicates «educational establishments are a place for meeting for students of different socioeconomic situations, culture, ethnicity, gender, nationality and religion» ([Mineduc, 2015, s/p]), therefore, we can see that educational establishments must include diversity in their classrooms.

We can see that there is an improvement in the legislation: first, there were only administration orientations and now there added orientations to diversify pedagogy practices and this way eliminating discrimination, valuing diversity and including it into our planning of processes of teaching-learning.

For attending to diversity, it’s necessary to talk about educational inclusiveness, but not only focused on disabled students, but also «making the practices available for everybody» (Infante, 2010, s/p). According to what was stated by Infante on 2010 in his article «Challenge to teacher training: educational inclusiveness», educational inclusion must be sustained in human rights since people, regardless of their characteristics, must possess and exercise their right to education.
On the other hand, in the article titled «Initial teacher training and special educational needs» done by the Differential Education Department of UMCE, it is indicated that special education teachers are considered the teachers who are responsible for the student with NEE, which is clearly far from the education reality since the students with NEE are part of classrooms of teachers who impart diverse subject and not exclusively teacher of the differential education area. Also, in such article it is indicated that teachers who have had previous experience with NEE students present a more positive social representation towards other teachers which is important due to the fact that the attitude of the teacher towards NEE students is a facilitating factor, not a barrier, to concrete an educational achievement. Then, This facts makes as support and insist in the need of having the teacher training include attending to diversity and the early approach to this reality, since the teachers themselves say the knowledge and approach to theses educational practices of attending to diversity gives them a tool for the future and should be included in their teaching training.

From this perspective, according to what was indicated in the research «Teachers’ social representation in respect to school diversity and related to the context of professional performance, practices and initial training», written by Marcela Apalaza, Doctor in Educational Sciences of Chile’s Catholic University, in Chile the approach to attending to diversity is not offered with the real importance it has for the educational process of the students. This is reflected in diverse levels and backed by deficiencies during the initial process of training regarding the abilities to work with diversity and the prioritization of classes with dynamic question-answer-feedback.

According to what was declared above, we can conclude that there is a practice centered on the question-answer-feedback dynamic, therefore there isn’t meaningfulness or attending to diversity in such pedagogic practices since the teacher has a replication role within the lessons without considering the diverse learning, enriched methodology, dialog and reciprocity in the educational process. So, the teachers don’t have in their class planning all the areas presented by the Frame of Good Teaching, and, as consequence, they don’t consider the diversity of the class, where there isn’t enriching of the learning process and a limited dialog is observed. It is important, then, to visualize the necessity of the teacher training process to include attending to diversity and the planning of classes on this important principle.

Also, for attending to diversity is not enough to exclusively consider it in planning since, according to a research regarding «Teachers’ social representation in respect to school diversity and related to the context of professional performance, practices and initial training», teachers indicate that to include and approach attending to diversity, they require:

- Didactic resources such as concrete material, TIC, field trips, one-to-one work, reinforcement and environment modifications.
• Strategies on the cognitive-behavioral areas by using reinforcement systems (positive-negative) and motivation since they are a fundamental component in the students’ educational process.

• Personalized teacher-student work.

• The focus of the objectives’ strategies is: «to strengthen the involvement and the autonomy of the students regarding their own educational processes and (...) improve the learning» (Apablaza, 2014, s/p).

Then, we can conclude that teachers need resources and training since they express the necessity to handle adequate strategies according to the characteristics of each student; in addition, they need to have time because they require personalized work and must concentrate their focus on involving every student, thus favoring the teaching-learning educational process.

As a complement to the observations above, teachers indicate the plausibility of implementing strategies is directly related to the professional context since it depends on the incorporation of diversity in the educational institution project of which they are part as workers.

The aforementioned is evidenced in decree N°170 because this normative leaves out essential aspects of the educational integration, as examples the role of the family, the contribution of the ones who benefited from the integration into society, the necessary teacher training to approach attending to diversity, etc. And in some way Decree N°83 and the proposal to use DUA are here to help strengthen attending to diversity in the classroom.

Discussion

We can observe there are clear theoretical alignments in respect to attending to diversity, but these are not accessible for developing inside the classroom since the majority of them are administrative issues and small outlines in respect to attending to diversity; in addition, teachers indicate that during their pre-degree training they haven’t received the necessary training to be able to take these proposals and resources given by MINEDUC and reflect and implement them when planning and developing their classes. Therefore, they don’t carry out real attention to diversity since they prioritize the question-answer-feedback dynamic, leaving out the particularities of the students they teach and not allowing moments of feedback and debate, consequently not fomenting meaningful and active learning.

It is commonly agreed that teachers are currently considered promoters of attention to diversity in the classroom; in addition, the responsibility of implementing what divers laws and decrees specify in the educational area, falls on them. But we can observe that there aren’t training processes in the area of special education and attending to diversity
for teachers to give classes because they say it is basically the professional practice which has helped them gain some skills for attending to diversity.

However, it is necessary to value the advances in the educational area and the attention to diversity since education is everybody’s right and schools must accommodate all students regardless of their characteristics; on the contrary, valuing the differences and considering them a contribution to pedagogy practices.

Hence, it implies the need for educational policies to include and to be in accordance with pedagogy practices and the teacher training, and also to include society actors as responsible beings so they don’t delegate this responsibility solely on the teacher since family, students, teachers, institutions and the whole society must contribute to its construction, considering diversity as an everyday and enriching element.

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Emotional inteligence in the classroom

Bárbara Flores Caballero

Summary

This article presents the experiences of handling Emotional Intelligence skills as a key factor to improve teacher-student relationships. Emotional intelligence refers to working with emotions, whether they are positive or negative, with intelligence. In my professional experience I understood that Emotional Intelligence skills are necessary to be able to handle situations that teachers face in the classroom. For this, control of the ego is required if you want to achieve empathy with the rest. This way, we can be models and transformation agents for our students and therefore develop and strengthen more emotionally intelligent being.

Keywords: Emotional Intelligence, Emotional Intelligence skills, education, conflict management.

General objective

To create social consciousness regarding the importance of Emotional Intelligence skills.

Specific objectives

1. To describe students’ and teacher’s experiences in the classroom where there was a lack of Emotional Intelligence skills.

2. To apply the acquired knowledge about Emotional Intelligence skills.

Introduction

The classroom represents, more and more, a meeting place for diverse cultural and socioeconomic realities. Teachers and students reflect the diverse communities they come from. They also bring challenges, conflicts and styles of handling interpersonal relationships to the classroom and these are not solved magically once they enter it. Hence, situations come up that reflect prejudices and negative attitudes which result in aggression, violence and harassment, among others. It’s a real challenge to make both, the students and the teachers relate with respect, understanding and compassion and also to create an environment that foments academic achievement. This challenge requires both the teachers, as well as the directors, to be effective leaders in the integration of the educational community through teaching of Emotional Intelligence skills, in addition to academic skills, and effective handling of conflicts whose roots are precisely the lack of such skills.
The curricular program of teachers in higher education programs are designed to build teaching skills in the area of the future teacher’s academic interest. I agree with philosophy of the «zone of proximal development» which conceptualizes teaching and learning as the process of identifying and correcting the breach of the real level of development, determined by the ability of a student to solve a problem with the guidance of an adult or a classmate who has more knowledge (Vygotsky, 1979:133, in Carrera & Mazzarella, 2001).

I work hard at getting to know every student so I can challenge them to reach their potential. However, the curriculum for teachers doesn’t contemplate the development of skills for handling situations in the classroom triggered by the interaction between teachers and students of diverse cultures and life situations. Many programs include «group handling and control» but in a very limited and superficial way. It merely focuses on developing the teacher’s authority, structure and discipline in the classroom. They generally promote basic and universal strategies, they assume that teachers already have interpersonal skills which they will use to intervene in the conflicts and that they know how to keep their mental health regardless the emotional impact these conflicts could have on them. Unfortunately, the lack of training in classroom handling skills and emotional intelligence for the teachers plus the limitation students already have, encourages dynamics and situations that, not only jeopardize order and safety in the classroom but also interfere with learning and the academic achievement desired. Emotional intelligence is composed of a series of skills, not only for self-control under difficult-to-handle situations, but it also includes skills related to the development and maintaining of working relationships aimed at achieving objectives and the development of leaders. The skills associated to emotional intelligence, according to Goleman (2004) are multiple; knowledge of self, self-control, self-regulation of emotions such as fear, sadness, anger, motivation; and Goleman (2017) points out cognitive and emotional empathy. They are part of skills related to creating and maintaining bonds with the rest. The lack of such skills can result in the wrong handling of negative and high impact situations for students and teachers.

Description of the experience

We will talk about our experience in the classroom considering principles of emotional intelligence, and also how the integration of these principles, in teacher training, can positively impact the education environment and the achieving of academic goals.

I had just graduated from University which gave me traditional education which didn’t include developing emotional intelligence skills. I had started to work as a math teacher in Puerto Rico and was very enthusiastic. Among many situations that I lived, there was one that impacted and changed my life. It was like any other day. I was teaching as usual, I asked one of my 10th grade students if he knew the answers to the exercises that were on the board and he responded: «you answer them. If you know the answer,
why do you ask? I answered: «no problem» and continued with my class even though I didn’t like his answer. When it was time to do some group activities I asked the same student if he could go to his group. He got up angrily from his desk, which made a loud noise as he slammed it on the floor and started screaming at me: «I won’t do anything! I hate this class, get out!» His rage was such that he started using harsh words against me. Meanwhile, I was staring at him and said firmly: «don’t get close to me or else! Next thing I know, the student grabbed me by my neck and pushed me against the board. Another student screamed at him and used his name, getting him to let me go. We later found out his rage was caused by an external factor independent of my math class.

That experience, in which my and the student’s life were in jeopardy could have been a great opportunity to learn about what our emotions are and the handling of our impulses. The situation the student was living required his ability to separate the emotion from the moment, understand and focus in the fact he was in math class and that he had to canalize his rage and his impulses in a healthy way. Conflictive situations are an opportunity to learn and practice handling skills. Learning stimulates and activates a variety of mental processes that come up when interacting with others, interaction that occurs in different contexts and they are always measured by the language (Carrera & Mazzarella, 2001, p. 43). It was an opportunity to apply skills related to effective communication that allows us to talk about emotions instead of reacting to instigations and becoming aggressive. These mental processes which, in some extent, reproduce these social interactions are internalized in the social learning process that the classroom provides. They are repeated as practice until they become ways of self-regulation (Carrera & Mazzarella, 2001, p. 43). Additionally, it was an opportunity to teach them through modeling, self-control skills that require me to identify my mood, my impulses, my emotions and to realize in time that I am being threatened, instead of reacting in a defensive way, and respond in an assertive way.

The negative experiences resulting of my inexperience and deficiencies in emotional intelligence skills made me decide to leave the master and to pursue studies in the human resource area. I wanted to acquire skills to effectively handle interpersonal relationships. After finishing my studies in this area, I returned to my passion, education. This time, I went to an intermediate school, high school and college. I thought I was ready to handle any interpersonal situation. To my surprise this was not the case.

There were many incidents were the challenge to my authority was on the border line of violence. A seventh grade student got up in the middle of the class to argue with a classmate. When I got involved, the student said: «get your nose out of this, it’s not your problem. My dad is a drug dealer and I am going to ask him to take care of you and we’ll destroy your car because you aren’t from here so you better shut up or go to… (He used bad words here)». I stood firmly and continued to ask the student to sit down and he would get angrier; I felt I was provoking him more each time. I thought that by screaming I would calm the situation but all I did was get it worse.
Another student that was frequently absent from my class but took the tests, arrived and interrupted another of my classes. In a demanding tone he asked me to tell him his score on the test. I answered: «I am in class, please return in an hour». I don’t have time. You have to tell me my score now because it’s my right» he responded. I understand it’s your right but when I told the scores you weren’t in class and you’ll have to wait an hour because I am in the middle of a class» I replied. «Okay, I’ll come back». After 10 minutes, the student opens the door of my classroom and yelling, said: «I won’t wait for you, so you better come out and give me my score, or else!» I walked to the door and said: «if you want, go to the Head of the Department and explain the situation to him because I can’t stop my class to look for your test and give you your score». So, he screamed at me: «get ready because I’ll get you fired, you… (curses)» and slammed the door. When the class ended, the student was in the middle of the hall, with a hostile attitude, waiting for his grade. «Here is your test, sign it and return it to me». «This is not my exam». «It has your name and it’s your handwriting». «It’s impossible, this is not my score». «It’s your test and your score». «Look what I do with my test» and tore it right there. «No problem, your score is already in the electronic registry but I can understand your frustration, you expected a better score». «I am going to complain because that’s not my score». «You tore your evidence». «People will believe me not the teacher».

I bring up these incidents as examples of situations that come up unexpectedly and require effective handling since they can become easily out of control. Teachers not only face handling the control of the group but also our personal and professional character is being challenged more frequently. These students were very disrespectful. Their behavior shows difficulty to listen and follow instructions and they are very intolerant to frustration and have weak impulse control. When angry, they use threats to defend themselves, they have no skills to deal with conflict.

Incidents such as these ones come up frequently and are a product of the problems that students bring from home, even though many don’t come from dysfunctional families or a violent environment. Incidents also take place due to a lack of emotional intelligence reflected in the intolerance to frustration, problems communicating in an assertive way without getting aggressive and in the selfishness that doesn’t allow them to be empathic nor understand the implications of their behavior. If the teacher doesn’t handle emotional intelligence skills he can also react in a defensive or inadequate way. The teacher, to be effective, must be empathic and sensitive to be able to identify the mood of the student. The teacher must also be able to handle his or her own reactions of fear and anger to be able to react in a strategic way, considering the limits that norms impose on their behavior in the classroom.

I moved to the United States and this time I brought with me all the knowledge acquired in my doctorate as I had done my doctoral dissertation on Emotional intelligence and Educational Leadership, which made me understand and acquire very effective skills for the situations that arise in the classrooms. I’ll tell you several examples of situations
in which I had to handle challenges to my authority as teacher. In other moments my
wrong handling worsened the situation.

I returned a corrected short quiz to my students to be signed and returned to
me. One says: «Look for it in the garbage can» and I responded: «you shouldn’t
have thrown it out, please get it», he then said: «I threw it out so you look for
it because that’s garbage. If you want you can look in there with your hands». I
asked him again to get the quiz back to me so he took it out of his folder and
got up from the desk with aggressive manners and tore the quiz in front of
everyone, then walked to the trash can, threw it in there and said: «okay now,
there’s your garbage, you can take it out». I asked him on a low tone of voice:
«why did you lie from the beginning?» He just answered that the school was
good for nothing and so were the teachers.

In another occasion, a student from an advanced group asked me for help so I
said: «you have the answer in front of you, you know I like you to work hard
so you can talk about it with your classmates». She answers: «come on and just
tell me because that’s why you get paid», and her cellular phone falls at that
same moment and she said: «pick up my phone, it fell because of you». «Let
me tell you this, if you want it, you have to get up and get it yourself, and yes,
they pay me to teach everybody but not to do your work. I know you can do it
and you have the answer right there».

A student comes to my classroom for the first time and asks me if I speak
Spanish and I said: «yes» and in the classroom the students didn’t say anything.
Half way through my lesson a student asked me to explain some exercises she
didn’t understand in Spanish. I got near the student and suddenly I hear the
new student asking me if I was speaking Spanish, she called me and said:
«can you stop talking that sh… (curse) Spanish. I don’t like people talking
that. Go back to your country because Spanish is good for nothing. It’s trash
and a piece of sh… (curse). why did you come here to teach?» The only thing I
though was «Wow, how ignorant is this student».

I said that his comment was disrespectful and that in the USA there was space for a
variety of cultural diversity and the more languages you know, the more opportunities
you’ll have in life. I reported her and was suspended for racist comments. According
to Corton (2011), school is a place where cultures cross, an institution and a context
where human culture and national culture under the shape of family-specific cultures,
communitarian cultures and educational cultures of all the individuals that interact
within them, relate dialectically. The youngster, in this case, couldn’t work with the
adaptability competence, she wasn’t flexible when facing and reacting to a teacher who
speaks another language and that she understood. Moreover, the student shows neither
empathy towards her classmate nor respect for another culture. Her behavior shows
difficulty to self-regulate her reaction of frustration and anger. She needs to strengthen her self-control.

According to Bisquerra (2003) a growing number of youngsters present risky behavior related to emotional problems which requires learning basic life skills. An answer to this problem could be emotional education. It follows a very practical methodology (group dynamics, self-reflection, games, introspection, relaxation, etc.) whose objective is to strengthen the development of emotional competences. Having the information is not enough (knowing); we must know «how to do, how to be, how to relate» (Bisquerra & Pérez, 2012, p. 2). The teachers’ role can’t only be to give information.

A student asks me for help to solve a problem the first week of classes so I took my pen and her notebook and started to write. I see that she starts to get angry and I asked her: «Are you alright?» With a loud voice she tells me: «I don’t like it when someone writes on my notebook» then she threw it and the pen to the ground. I picked her things up and said: «I am sorry; I didn’t know you didn’t like people writing on your notebook. Next time, use a blank piece of paper». She closed her eyes and I gave her space. The next day, one of the teachers told me she had to talk to me and called this girl. The teachers told me this girl was obsessive-compulsive and that’s why she disrespected me but that I had to understand her. «I have no problem working with her». I told her that next time she had to use a piece of paper, and that she could then copy it to her notebook but she must not be disrespectful again. The student got angry again and said: «you better not write on my notebook again or else». At the end of the conversation we decided to do what I had mentioned before and the girl understood that her reaction was wrong. To my surprise, I ended up being her favorite teacher. She even returned to my classroom every day to say hi and would remind me how our teacher-student relationship started.

Two signs from her body told me that her emotions weren’t okay: her breathing and her body tension. I decided to neutralize the situation by apologizing and by giving an alternative. By listening to her I was able to put myself in her shoes and to model for her and the other students a positive way to handle problems of students, their limits and demands. I used the opportunity to talk about respect and that we have to adapt ourselves to the rest little by little, give ourselves the opportunity to get to know each other and talk to each other. At the end, instead of feeling threatened, she understood I was being assertive, compassionate and fair.

Apart from intervening with the students, the teacher has the challenge to make students’ parents get involved in their children’s education. How many times do we ask: «where are the parents or the people in charge of these students?» They don’t show interest in their children’s achievements or their behavior in the classroom. You called them to inform them of behavior problem of their children and they say they are tired of the same thing, that they have too much work and can’t go to a meeting, that their children didn’t do anything, among other things. Other parents come at the end of the
semester asking for addition work so their children can compensate for their bad grades and avoid failing the class. Some ask for these things blaming the teacher for the students’ bad grades. «Teachers are asked to do all the things society, state and the family are not doing». (Tenti, 1995, en Vaillant, 2005). The parents or legal tutors have the responsibility and the obligation to watch for the social and personal well-being of their children. They must get involved in the everyday life of their children, actively participating in games, watching TV with them, getting to know their tastes and likes, supervising all the electronic equipment, sharing the music in the car, what their future interests are, what sport they like, what job they would like to do, knowing their friends, participating in school activities, what style of clothes they like, what books or magazines they are interested in, suggesting good readings, among many other. This creates the bases of the children’s emotional life. According to Extremera and Fernández-Berrocal (2004), «in many occasions and for different reasons the parents are the biggest absence». The little participation of parents produces bigger challenges to achieve educational goals. Teachers don’t have the parents’ support regarding handling difficulties and deficiencies the students have and sometime they represent an additional problem.

Conclusions

In synthesis, the teachers don’t only teach school material, but must also intervene in conflictive personal situations, and in occasion dangerous. Teacher training emphasizes the mastering of the topic to teach and dedicates very little time to developing emotional intelligence skills that are necessary to handle situation in the classroom.

For the teachers that didn’t receive training in emotional intelligence in the university there is hope. We can develop, strengthen, and practice emotional intelligence skills even years after certifying in teaching. It requires time listening to the rest and to ourselves. We must identify your strengths and weaknesses in emotional intelligence skills and offer you experiences for training and developing of such. To draw a plan and execute is a wise investment in your well-being as a teacher. The process of acquiring the skills requires a lot of effort and time and you must being receptive to evaluations that colleagues and people who can help change your behavior in handling these situations might give you.

The more emotionally intelligent teachers, meaning those who are more able to perceive, understand and regulate their own emotions and other’s will have the necessary resources to face stressful classroom events better and to handle negative emotional reactions that frequently come up during the interaction with work mates, parents and the students themselves. From now on, teachers will have another good reason to study the mathematics and language of emotions (Extremera & Fernández-Berrocal, 2004).
References


About “opened classrooms in UCSh”, testimonies from the pre-school education pedagogy school

Verónica Hernández Jara³

Summary
The following text describes the experience of UCSh when Practice Center Personnel from the Family and Infancy Comity (cif, dependent on The Municipality of Santiago) was incorporated into the university classrooms, as a way to collaborate in their technical upgrade, in two elective specializations that the Preschool Education Faculty offers: Early attention and Expression and Creativity. The testimonies presented are from the teacher that documents the experience, two preschool technicians and three students.

Keywords: Collaboration, training and opened classrooms.

The experience
The initiative started the year 2014. They invited, as a pilot experience, personnel from the classrooms where there were Preschool education students, to become part of certain Curricular Activities that were offered in the evenings. Some electives from the area of Specializations were selected to be offered to the comity. 12 workers joined the first year (preschool teachers and assistants) going through A.C. of both specializations.

This has gone on every semester, where 8 to 10 cif workers have come to train and/or improve in some interest area that will enrich their vision of child pedagogy of today and will provide them with upgraded tools and technics for their education practice.

As students, they have entered the dynamic of having a University course: complying with the assistance, incorporating into reflection and analysis workshops, investigating specific subjects, participating in dissertations, doing specific work of each A.C. and assuming their corresponding grade.

It is worth noting that a great effort has been observed in them and have achieved a very good performance and grades. Most of them say it’s their first time in a University classroom and that it is good for them even for their self-esteem and gives them a special appreciation for their colleagues.

The experience has been well valued not only by the personnel of preschool establishments but also by teachers and students. Some of the opinions are:

Students: «they are a contribution with their experience of years with children», «they talk and share their everyday practice and years of experience with children, enriching

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us», «they contribute by bringing to reality what we are seeing in class: from what they know and use and from what they know works», «it is always enriching for us...they have lived what we see in the ucsh classroom», to mention only a few opinions.

When the semester ends and with the duty of sharing the experience, we interviewed two of the cif student-workers who have assisted to one of the courses imparted, Tania and Aída.4

Tania:

«I really liked it, I came with other expectations. I thought it would be like «here comes the preschool teacher, the technician and that’s it!» I learned a lot. The difference between being a teacher, not an assistant. This helped me a lot. I had the same concept [...] I will keep the textbook to share with my colleagues. One sees different point of view and we can help the students here with our experience. I think it's great and recommend it 100 percent, we need more of these things.»

I would recommend more people from cif to come, it’s good to remember that children are children and we are here to love them and educate them. They are not only to give orders and do the routine. It’s good for us to know we can break down preconceptions so the children see we are here because we like being with them and it's not monotonous. We see here that children learn everything. It was very meaningful for me. It made me ask myself why I studied this, why I am here and you realize that there were factors that influenced, somebody, a teacher from preschool that was important for me. This is vocation and without vocation you can’t work with children.»

Aída:

«I had come to another one of these courses: «Guidelines for raising children in native cultures» and I liked it that's why I wanted to return. This is really good for me, to come with new ideas, to spend time with the girls here, their stories are like, I don’t know, to see the reality that they live, what we live and you start questioning things and I says that hopefully their thinking will be the same when they finish, we see the difference in opinions. I would recommend it as something elective, not obligatory; sometimes to do your job well you leave things like this aside which don’t come too often. I think I am fortunate because I was lucky to be able to take these 2 courses...»

I think it’s excellent that you write about this, this way the cif will get more motivated and send more workers, they will see that it is good for us. It’s useful as a person even if we don’t implement it all because we share time with other girls.

For me it was more than meaningful, it made us remember when we were children which we never do and see the emotions that this made as feel but we never remember it, «I went to preschool, What did I do at that moment». We never take time for this

4 Interviews done on Dic. 14th, 2016 at the end of semester
but we did it here, you saw that great and emotional stories came out of this. It was
great, I liked it a lot».

In these two testimonies we can perceive how meaningful it was for these teachers,
both with vast experience; this has meant the possibility to be part of higher education
classrooms from her roles as workers of infancy. In this experience there are only
«winners»: The personnel, ucsb students, the teachers who enrich their classes content
and also the value aspect because of the respect and listening attitude that the testimonies
receive when they are being shared in classes by these worker-student, since they all
share aspects of the Course, also the children who see their teachers renewed, fresh and
with a wider view of what Infant Education is.

The experience of other teachers shared in Career meetings is also positive. It’s very
valued because of the impact their contribution had and it’s also positive that they come
from different working areas. This has helped the student open up their understanding
of certain aspects of the reality in preschools day to day, where some of them do their
internship and can now experience, with a wider view, the complexity and huge richness
that infant pedagogy has.

According to opinions of some students, the presence of these workers in the ucsb
classroom has meant:

Camila C. (4th year student):
«…Regarding the participation of the classmates from cif, I think it was valuable to
learn from them and vice versa. This participation is good for us as students since we
learn from the reality of the situations inside a preschool.

I think Aida and Tania’s participation was for building knowledge, so they also learn
from all of us and the new education views.»

Cynthia V. (4th year student):
«… my opinion about the personnel that was integrated into the classes of our
University, first of all, I would like to comment that the initiative is very good because
it opens spaces with people who are directly incorporated in the classroom with the
toddlers. And we can enrich ourselves with their opinions and specially to make
students part of what goes on in the classrooms and the reality in the development and
understanding of the toddlers they see every day.

The other thing is that they are committed people that want to build their knowledge
to be able to give something to the children. They did everything to increase their
knowledge and, this way, help the children…

I had the opportunity to work and talk to them and they are wonderful women […]
resilient, nothing stopped them from always fighting for what they wanted, they are
committed, responsible, warriors and above all, exemplary mothers and technicians,
they always want the best for the children they have under their responsibility, they
always found energy and nothing matter but the children when they were in the ucsh classroom».

Natalye R. (4th year student):
About the incorporation of cif personnel; it is a great opportunity that students of Silva Henrique Catholic University have since having people who already are inside a classroom everyday gives us the chance to learn more about the diverse realities that exist and not only with the children but also with the education workers.

Being able to share time with the cif personnel is very enriching. Theory classes became a real mix of theory and experience of people with years of work. There should be more opportunities because it’s good for the teachers in training and also for the Personnel that comes from other institutions, since they are opportunities to learn and update knowledge.»

Synthesis

We can observe that the experience which has lasted 5 semesters has been evaluated by different people who have participated, as very meaningful. Learning from the experience and practice, perceiving that this Personnel is a valuable contribution for different training aspects of the students that participated in different Curricular Activities of the Specialization. The participation of the students was also a contribution to the cif Personnel that participated in the curricular activities.

Therefore, It is plausible to encourage other institutions, which also have practice agreements, to open training spaces that contribute to everyone who participates in them.

We have concluded this testimony, highlighting the workers of cif that have come to participate in our classes, for the contribution they give to the infants every day; for running to the University to arrive to class on time; for the emotion with which they share their testimonies with the teacher in training; for the responsibility with which they do the same work that university students do; for the motivation, strength and drive with which they assume this challenge, despite being naturally tired after running, playing and giving knowledge to her preschool children all morning. We have to also highlight the Infancy and Family Comity (cif) for believing in this initiative of the Preschool Education School and for trusting our University in this research.
Reflexion, innovation as space for alterity in the design of learning situations: implementations from the tpack model in the teaching perspective

Víctor Martínez Gutiérrez

Summary

Where is technology -training for teachers planned or proposed from? The next reflection raises the importance of being able to motivate and inspire all teachers to update their teaching methods and to trust the knowledge they have about TIC and, above all, to continue moving forward from their own competences and skills in teaching innovation to obtain more effective learning results.

For this reflection, three instruments applied to exercising teachers were used as comparison and analysis points: the first group that participated was part of the technology incorporated to teaching training program, and the second, teachers assigned pedagogical excellence

Keywords: TPACK, FID, Teaching, TIC.

Objectives

Clearly, teaching and training are impacted by the use of technology at every level, from preschool education classrooms to post-degree training. Teachers from all educational levels directly or indirectly use TIC as part of their design, evaluation and execution of their classes.

The objective of the following reflection is; to share positive training experiences based on the model of techno-pedagogical knowledge of content that, from now on, I will call TPACK (M. J. Koehler & Mishra, 2005), giving students (elementary, high school and higher education teachers) tools which they can incorporate, after finishing the training, to complement their pedagogical and content knowledge and therefore, achieving the learning processes in their students with better effectivity. Also, to compare perceptions that students of the Teacher Net-work of the metropolitan region have of this area.

Introduction

During the past 5 years, through training programs associated to Silva Henríquez Catholic University, I have been fortunate to know more than a hundred teachers that were exercising their professions in classrooms during this training. Teachers of different level, from classroom assistant in preschool to teachers in the armed forces. Going from teachers with technical training to Doctors in education.

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All the training programs and modules were designed for teachers of diverse specialties, focusing the center of Education in the possible application the students can have for this tool once the course ends. The objective is to teach a digital tool of easy access thus improving their methodology of their teaching strategies and, therefore, achieving an innovation for teaching.

For these trainings, free digital applications and tools were preferably used. These can help teachers that were receiving training by using them directly in their classes as a didactic resource for the execution, development and design of their teaching, executing all the phases of the module from basic design and examples of activities from their specialties’ perspective. Always working with each one of the professionals, aiming at implementing the activities with a deep pedagogical and practical sense. Not only giving theoretical information for its later application.

The experience

As mentioned before, some relevant aspects of the experience lived in the trainings will be exposed, courses and diplomas that diverse types of people went through, from technicians, preschool and elementary school assistants, to Doctors in diverse areas, bachelors and others. It was surprising to understand, after the reflection, that regardless of the title or academic level of the teachers, they all wanted to learn how to implement these technologies in their classes with real confidence; apart from how innovative the application was, the key was to feel assured that the method works in the classroom, something that gave them confidence that an error wouldn’t occur, tools that can keep the confidence that they already had in their classes previously to the intervention.

It was really comforting both, giving classes to teachers who had already graduated from their initial education and teachers that gave me undergraduate classes and above all, to be able to give tools to people who rejected the use of technology. In one of the trainings, they highlighted that the course «broke down paradigms and myths» about the opinions that teachers have of the training in the use of TIC for education.

In addition to the trainings mentioned, during my experience in Doctorate studies, I was able to apply diverse types of instruments to expert teachers of the Metropolitan region; they all had assigned pedagogy excellence which would involve a vast experience in the classroom and a high understanding level of the content. I was surprised, in some moment of the investigation, that many of them admitted not handling educational technology very well. Information that I will explain in detail in this reflection.

Theoretical Elements

Without a doubt, the search of success in the teaching and learning processes is the biggest challenge for teacher training. In the 90’s in Chile, the concept of teaching how to teach as the base ground for the education reform was a very talked-about concept in the Universities, as well as the pedagogical challenge based on the «constructivist»
paradigm, which puts forward the need to construct the learning process by the students themselves (Rosas & Sebastián, 2010). The importance of the teacher training is not external to the interests of the world and the great theoreticians of education propose that, for educating, it’s not enough just knowing what to teach, it’s necessary to establish a coherent relationship between personal identity and the responsibility of having a student constructing his own learning (Freire, 2006).

There is no doubt the importance school has, since this is a place that goes beyond being a knowledge sharer or creator of learning in the student that go to them. It is an institution with an essential social role focused on building people (Gvirtz, Grinberg, & Abregú, 2011). Now a days, and for some time already, educational institutions are being challenged to teach under a determined social and political context in which being an engine of social promotion is encouraged and it responds to the necessities that society faces (Tenti Fanfani, 2008).

For decades, the initial training for teacher, in the context of technologies, is an issue at the national and international level. The UNESCO presented a compilation in this respect in which it presents the challenges that training of new professional will have at short and long term. (UNESCO, 2005). Also, some years back, Chile’s Education Ministry set the standards with which the students that enter the Pedagogy education must be trained, establishing five clearly defined points on which to focus (Mineduc & UNESCO, 2008): the pedagogy area, aimed at the execution of class; social, ethic and legal aspects, aimed at the impact of TIC in society and how individuals interact with it; technical aspects, closely related to the use of computers; professional development, area aimed at continuous training and the extension of the teachers’ role within the professional development (Martínez Gutiérrez, 2015).

Also, the UNESCO (2008) in its publication of the standards for TIC competences in teachers, it indicates that for this issue to have the necessary relevance, it must be part of the evaluation in the current public education policies together with the objectives in socio economic development for now and the future.

However, an adequate infrastructure won’t be enough, certain «criteria», sense and accompaniment must be incorporated because, regardless of the advances that Chile has had in this issues, there could still be a digital gap among the so called socially disadvantaged sectors. This is the reason why it is relevant to strengthen programs of digital literacy and accessibility, and also, to strengthen the transformation processes with the necessary guidance of their needs and contexts.

In the educational context, today the wrongly called «digital natives»», students of the digital era are immersed in complicated transformations (Marcelo, 2001). Even though this group has frequent access to these technologies, the use they give these isn’t enough to improve learning. For this reason, the teaching role of the Educational Institutions, and even the families, must be re-thought according to this reality.
All the emphasis and energy to incorporate technologies to learning is because it’s believed the TIC have a renewal power for education and by using them, new virtual spaces for teaching and learning can be opened (Pérez Serrano & Sarrate, 2011), therefore technologies could be an agent of change in our society, a society full of challenges that doesn’t have enough answers to these needs. (Sunkel & Trucco, 2014).

Finally, all this because our duty as educators is to be critical and researchers in our teachings (Freire, 2006), building a better place with our personal and collective effort, without frontiers and where everyone, regardless of the disadvantageous context in which they are, can achieve their personal and civic fulfillment.

The TPACK model as an answer to the needs of initial teaching training and the incorporation of technologies into teaching

The integration of technology in school education can’t be unrelated to the implementation and use of them in University education since the important thing is not the accessibility to these technologies but how they are used (Mishra & Koehler, 2006). Said this, we will establish the group of difficulties that are present when training university students who bring generational problems of their own, such as: restricted access to technology, restricted access to support services, lack of technological skills, lack of communities, weak reading skills and weak academic skills (Rodríguez, 2011).

The integration between pedagogical knowledge of the content and the inclusion of the technological knowledge is the challenge which highlights the current goal of implementing technology. As Sobrino y Tapia (2013), point out, is this relationship that gives as concrete elements or clues about the complementation of technological, content and pedagogic knowledge. (Sobrino & Tapia, 2013).

As we can see in the next figure, these three elements interwoven in a context, giving form or creating the technological-pedagogical knowledge of content.

In this relation, we can observe there are different types of knowledge: the ones between pedagogical knowledge and content knowledge, the pedagogical content knowledge (Krauskopf, Zahn, & Hesse, 2012); technical knowledge related to pedagogical knowledge, the techno-pedagogical knowledge; content knowledge related to technological knowledge, the technological content knowledge and, as we already know, the techno-pedagogical knowledge of content, which is the relation of the three knowledges. (Abbitt, 2011; Harris, Mishra & Koehler, 2009; Jimoyiannis, 2010; Krauskopf et al., 2012). From this perspective and path crossings, we can summarize the training of pedagogical content knowledge in seven relationships that must take place or exist in training of teachers.
Work strategies

What command level of technologies do you have? Yes, you! the reader of this reflection. You probably know pretty well your level and abilities regarding the use of technology, your «digital competences», using this scale: none, low, regular, high, outstanding. What would your answer be? It is exactly this exercise that this reflection is about. During all the trainings I imparted these last few years, I asked the student this simple question at the beginning of the course. I also asked the same question to all the teachers who are part of the Metropolitan Region Teachers net-work, all assigned pedagogy excellence. These are the results obtained which contrast in the following lines.

To know the perception of exercising teachers’ who trained in «use of the TIC for education», they were asked about their self-perception regarding aspects of the TPACK, with very simple and direct questions, questions sent to them digitally and in anonymity.

1. How old are you?
2. Can you rate your use of TIC for teaching?
3. In which of these 3 components of TPACK do you feel you have advanced knowledge?
   a. Pedagogical knowledge
   b. Knowledge of the content you teach
   c. Knowledge on the use of technologies
In another investigation, twelve experts of the Metropolitan Region were analyzed, all members of the teachers net-work and all assigned pedagogy excellence. At the very beginning of the investigation they were asked: In which of the following levels of expertise in technologies do you consider yourself? Giving them a scale of initial to expert.

In another moment the same group was asked about their own perception regarding TPACK, with direct questions. These were part of the same questionnaire where they were asked their perception in the seven areas of TPACK, using these questions:

1. What is your perception of your technological knowledge? (it refers to the knowledge that users have in the use of technology, knowledge about computers and software).
2. What is our perception of your pedagogical knowledge? (it refers to the didactics, the ability that teachers have for teaching and making their students learn).
3. What is your perception of your content knowledge? (It is the hard knowledge of each one of the specific topics or disciplines of your specialty).
4. What is your perception of your technological-pedagogical knowledge? (It’s the knowledge of how technology has influenced in the teaching-learning processes).
5. What is your perception of your technological content knowledge? (It’s how the discipline has interacted directly with technology and how these two areas are related for their improvement).
6. What is your perception of your pedagogical content knowledge? (It represents the mixture of the content and pedagogy with which we get to an understanding of how certain topics and problems are organized)
7. What is your perception of your techno-pedagogic content knowledge? (It refers to the integration of your pedagogy, content and technology knowledge).

In the second part of the questionnaire, they were asked for demographic characterization data, to be able to construct a contrast of each one of the cases and groups they represent. They were asked the following questions:

8. How old are you?

In all three information gatherings, Google’s forms tools of ©Google Drive, the analysis method was a spread-sheet software, in this case Microsoft ©Excel.

The results of the questionnaires to Teachers of Teachers Net-work

For this stage of the investigation there was a big spectrum of teachers, of which 111 answered questions that were also used for another investigation. It is of real importance to point out that they were not guided on what each level meant, it was left to their own interpretation what each level meant. As we can see, 75% of the teachers consider themselves at intermediate level and just under 15% considered themselves expert in this area.
Comparison according to age

In this case we see each one of the usage levels in percentage and according to age segment; in the younger than 30 segment, none considered themselves basic and only in the more than 30 segment we see a few case, fewer than 20% per segment. In respect to considering themselves experts, less than 20% in each group consider themselves at that level, with the exception of the segment between 41 and 50, in this case it went down to less than 10%.

Results of the self-appreciation questionnaire regarding their technopedagogical content knowledge

In the following image, we see the results of the questionnaires about their perception on using technologies in the TPACK context, where the seven areas of the questionnaire are compared. For this part of the investigation, the spectrum is smaller than the one before, 52 teachers answered the questionnaire. The results are presented on a table with values and a graph where it shows in which areas the teachers feel more or less advanced in their pedagogy, content and technology knowledge. In the tables, we see the results when they were asked their level in these knowledges using a scale from 1 to 4, 1 being null, 2 initial, 3 competent and 4 advanced.
In general aspects, the expert teachers of the Teachers of Teachers net-work only feel less than competent in respect to integrating technologies into pedagogical aspects in general and incorporating the technologies in their specific areas of Education. As a result, they feel, as expert teachers, more capable and competent in respect to their pedagogical content knowledge which is understood since they are well-qualified in their teachers’ evaluation.

Regarding their technological knowledge, it is the lowest of the three aspects evaluated since they feel just above competent. In respect to their pedagogical knowledge and content knowledge, it is evaluated as their highest knowledge which is clearly coherent to their condition of experts. In both cases they were in an intermediate point between being competent and advanced.

In respect to their techno-pedagogical content knowledge, the construction of all the knowledges mentioned before, the teachers feel a little above competent, being a relevant issue to work on later with the teachers of the net-work.
Comparison in respect to age

In regards to the comparison between the different age groups, there is no significant difference between the segments established for the analysis. In all the points of comparison, it is the middle segment that appears as the lowest and the youngest appear with a higher perception in respect to their knowledge.

Only in the technological pedagogical knowledge of the sector with less age we can see inferior to competent results. In almost all the aspects for the intermediate age group, they are the lowest except in the techno-pedagogical knowledge where the youngest age group feel the lowest, 2 decimals below competent.

<table>
<thead>
<tr>
<th>Age</th>
<th>TK</th>
<th>PK</th>
<th>CK</th>
<th>TPK</th>
<th>TCK</th>
<th>PCK</th>
<th>TPACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>less de 39</td>
<td>3,3</td>
<td>3,6</td>
<td>3,6</td>
<td>2,8</td>
<td>2,9</td>
<td>3,4</td>
<td>3,5</td>
</tr>
<tr>
<td>between 39 y 50</td>
<td>2,9</td>
<td>3,3</td>
<td>3,4</td>
<td>3,0</td>
<td>2,9</td>
<td>3,1</td>
<td>3,2</td>
</tr>
<tr>
<td>More de 51</td>
<td>3,1</td>
<td>3,4</td>
<td>3,6</td>
<td>2,9</td>
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<td>3,2</td>
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</table>
Results of the questionnaire applied in trainings to exercising teachers who are participants of the Tic for Education training course

Of the teachers who participated in the trainings, more than half believe themselves at a medium level regarding the use of TIC and only one fifth of the subjects declared themselves at null. It’s important to point out that in this case, they were neither measured on what each level means, nor required to explain what a low or high level was. This brings us to think the self-perception of the teachers is not positive since fewer than 25% consider themselves at a high or very high level. All of them answered this instrument digitally, entering a web site, then to a form and sending the answers by digital means when finished therefore, it call out our attention to see people that, despite that, declared themselves at null level regarding the use of technologies.

The teachers who participated in the trainings were asked in what components of the TPACK they felt «advanced», having as options the technological, pedagogical or content knowledge. They could tick uno, two, or the three options. Most of the ticked that they had content knowledge, as their second option they ticked the pedagogical content knowledge and as their third option they ticked the pedagogical knowledge. Incorporating technologies is very low on the scale in combination with pedagogy, content or both.

It is relevant at this point to point out that teachers who answered this questions are not considered expert and don’t have AEP as the previous subjects. In this case, there are teachers with technical degrees up to Doctors, covering almost all Educational and knowledge areas. Also, none of them had previously participated in the training course by who writes. I hope to change their self-perception about the knowledge and use of technologies.
Comparison based on age

Regarding the use of technologies, the comparison based on the subjects’ age is always relevant, since it could be inferred that the younger ones will always have a tendency to have a better handle or better self-perceptions because they grew up in a world with more advanced digital technologies than the older subjects. In this case, the second and fifth groups have better self-perception, and only in the 40 to 49 year old group there is one case where the subject declares him/herself null. We can conclude from the analysis that there aren’t big differences between that ones that consider themselves medium and the curve of the one who declare a high level, in contrast with what was said at the beginning of the paragraph, it goes up. The older the teachers are, the higher they declared their PC abilities for teaching.
Main analysis

Without considering the context from where information was gathered, the teachers that participated in the collecting of this data don’t feel outstanding in the area of technology use or the incorporation of such in the classroom. In other words, the teacher consider themselves as having a high level regarding the use of technology, especially when compared to the other areas. Even though we all, as part of this society, use technologies on a daily bases many don’t realize the technologies that could be applied when teaching, that’s why the educators who work teaching the incorporation of technologies in education are here for. Since we must bring together our daily technologies and classroom teaching, work in the language with which our students communicate to easy their learning process, encourage teachers to use the technology that they handle well to improve their learning processes, activity design and the processes related to teaching.

It seems teachers might have the meaning of innovation wrong since it’s not expected of them to only use digital screens nor the state-of-the-art technology, but whatever methodological strategy that works to be able to effectively teach their students so they learn more and better.

Many of the teachers who were trained are scared of using technology, for many reasons that we won’t discuss in this reflection. The reasons are probably more related to insecurity and lack of knowledge then the real difficulty to access them. From looking at
the analysis, we can establish if the teachers who participated in the three instruments, feel or perceive they have fewer competences or skills at using technologies, fewer than their pedagogical or content competences.

Results or reflections

First of all, it’s important to point out that fortunately, in the imparted courses, the teachers who were training and participated in these experiences, evaluated them with very good results. Unfortunately, these results can’t be revealed because some are part of an evaluation associated to the municipality and were informed in due time.

Also, it’s important to point out that in all the cases, the teachers had a positive attitude regarding the tools, the software and applications that were presented as means of work, proposing activities and class designs. Many of the teachers were able to experiment with the applications and were proud to show the implementation of the tools in their own courses and levels. In most cases they revealed successful experiences associated to the implementation and innovation in their teaching with the material given in these training courses.

From my perspective, there are no differences between the needs to provide tools to incorporate technologies into their own pedagogical content knowledge, changing their teaching methods, in some aspects, into something similar to the TPACK model where, no matter what level of technology command they have, whether it is intermediate, basic or advanced, they will be able to complement their knowledge with this technology. Therefore, innovating their teaching and perhaps not using state-of-the-art technology but tools, software, applications and designs at their hand and with which they feel confident.

To end this reflection, it’s good to know that courses were designed for 16 hours in 4 weeks. This generated dissatisfaction in the planning of time for the courses since it seemed that when achieving more confidence in themselves, the teachers expect to be able to continue designing material. They expect the training courses not to just be a one time a year situation but to be a constant as a pedagogical and technical guidance workshop.

Conclusions and/or discussion

Responsible teaching involves, in its self, an exercise of will, investigation and personal re-invention. Each year we are challenged in similar teaching context but with totally different students in comparison to the one before. In the University context, the exercise of the teaching profession conveys an even greater responsibility since we are being called to be change and training agents supporting the social and human inclusion.

Regardless of the level, grade or age of learning, it is our duty as education professionals that our students feel guided and confident about the teaching-learning
processes. In this case, it’s also our role as institution to be able to be an alternative in this area, by training and providing tools for the innovation of teaching since our university has always been a opened space for those who want to grow and train.

By respecting our history as a University, an alternative to many young people that wouldn’t have had the opportunity to study, has surged. With 32 years of history and service to the country, Silva Henríquez Catholic University, founded by the cardinal Raúl Silva Henríquez, establishes that «we must build a society where everybody has the right to be included and valued, regardless of anything, we are all equal (Silva Henríquez, 1991) and deserve to be valued and receive the tools that let us build a more just and equal society» (Silva Henríquez, 1991). It’s clear that technologies are an agent that contributes to social inclusion; maybe the access to technologies is the best tool for the democratization of knowledge and social access. It’s a necessity for the teacher training centers to be able to train professional that can be change agents, incorporating technologies so their students can contribute to a better society and a world with justice.

According to the aforementioned, the incorporation of technologies to the teaching and learning processes is key to be and to make a better society. It’s not enough to create general specialists in didactics for teaching or teacher with deep knowledge in the disciplines they have to teach. Our current society and specially the people who live in it, need, as society, professionals capable of incorporating technologies into teaching, teaching to access these technological resources and being agents of deep social changes by using this new didactic and methodologies for learning.

To finish this reflection and this writing, I must note, as always, that the teachings of Mr. Bosco are contingent once again because by the closeness and by doing the work with love, we can achieve great results with our trainings. This is why the questions is still here, are we really designing our training courses considering the real demands of the teachers or are we designing them from a forefront far away from their realities?

References


Municipal school of batuco…and “alterity”

Máximo Morales López

Summary

Music is a universal language that transcends cultures, ages, geographies and, many times, is a way to learn and grow beyond the daily possibilities of a high school. As teacher in this area, I have encouraged musical creation in my students, emphasizing the importance to save and keep our country’s culture as well as Latin America’s. It has created great challenges and real motivating experiences in relation to school, enabling us to play works from the Chilean and Latin American folklore.

Keywords: Education, music, culture, community

Objective

To contribute to the cultural development of the community and the acquisition of artistic abilities by the students through playing works of Latin-American poets.

The experience

…«what children live in a recording studio, to play an instrument opens the world again, it is to live another life. There is no way to provide this artistic experience through a book»… were the words of Manuel Vilches at the end of an interview of Alma Nacional of Santiago’s University Radio program, on the occasion of a CD presentation titled «Alterity», about original music for Latin-American poetry which is interpreted in song and in instrumental execution by our elementary and high school students of Batuco’s Municipal high school.

This establishment has high vulnerability indices which can’t become a limitation for growing, for this reason and with the eagerness to contribute to the local and national community, is why this new initiative took place. Through Latin-American poetry, music and identity, the students, from their own music skills, without special studies, lived the experience that goes beyond the classroom. This is to prepare and record in a professional studio, dedicating valuable time and effort of personal growth to interpret with their own voice, poetry of Mario Benedetti of Uruguay, Alfonsoa Storni, Luis Cané and Elsa Bornemann of Argentina, Luis Palés Matos of Puerto Rico, Juan Wallparrimachi of Bolivia, Andrés Eloy Blanco of Venezuela, Felipe Sassone of Peru, Gabriela Mistral, Max Jara and Pablo Neruda of Chile… since we are concerned about feeling integrated with the community, is why we connect to local culture expressed by the popular word

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and art of Gricelda Núñez La Batucana, local poet that opens the doors of her home so our students can interpret her «routine Verses» and appreciate her Naïve Art, which is how she calls her creation. In this recording, we have the disinterested collaboration of music teachers and the national singer song-writer Magdalena Matthey, who sings some line with our students in the poem of Andre Eloy Blanco «Palabreo a la Loca Luz Caraballo», which Gracilda Nuñez complemented with verses that she claims are hers.

This experience which brings our students artistic and personal abilities to light, becomes a real experience, and not artificial, with culture, creating a meeting ground between poetry, musicality, identification with the establishment, with the community and with our cultural roots. This indicates to us that this type of establishment must not only be centered in the teaching-learning of disciplinary content which establishes education in a high vulnerability environment. For this reason, we are developing an extension of this educational process in all the establishment of the community, visiting them whenever possible. We have presented this musical-poetical work to the students of this and other communities, with the active participation of poet Gracilda Nuñez and a sound accommodated to this scenarios, also, creating a link between establishments who function as real islands. We wanted to contribute in this aspect by creating meeting spaces with students of establishments similar to ours.

This collaborative experience considered student as relevant actors, for this reason we programmed a singing class in the Municipal Music School Enrique Soro of Quilicura, to motivate them and for them to learn some vocal interpretation techniques related to breathing, modulation, melodic phrasing and interpretative elements that are very important when recording and which are common errors for people who don’t have the experience of recording in a professional studio as is the case of our students.

We also gave a motivational and explanatory speech of the recording process in «Arte Joven» Cultural center, located at the old Mapoch Station and with a sound master in charge of recording with our students. The students were able to visit the studio and socialized with Giovanni Brizzolari, sound engineer, who always, in each session, oriented, directed and corrected the different interpretations with a lot of respect and dedication. These interpretations were fearful at first but, as time went by, became real overcoming challenges for our youth.

Our rehearsals were done at lunch or recess time, with individual and group sessions and with very restricted time, however we tried to make it as productive as possible.

We also programmed a CD release in the America hall room of the National Library, a historic monument, carried out on April 3rd of 2007. It was a great event for our community which came from Batuco to be here in this wonderful and meaningful event since we are, from this day on, part of their Music department’s catalog.

One of the aspects that presented, and presents, still more difficulties is everything related to the authors’ copy rights. Using these diverse poems with music required us
to contact entities or natural people that have these rights. For this reason, we thank scd for helping us with some of them. This has meant that entities, such as Mario Benedetti foundation, from Uruguay, value the work done by our students. They let us know this by a message sent to our establishment after receiving our cd as thanks for legally authorizing us the use of the poem «Me sirve no me sirve» of such accomplished poet.

Syntesis

The students got involved in this project from the very beginning with a lot of responsibility, commitment and creativity; today, in the other phase of this project, we continue, together with poet Gricelda Nuñez, proudly presenting this Latin American musical-poetic work because we are sure it is a contribution to valuing diversity, to the knowledge of our own local and cultural identity, as well as Latin America’s, to developing civic values and gender equality. It also reclaims the values of the public education we dream of, being part of the community as an enriching social tool.
Model for strengthening and developing values in students

Edna Oyola Núñez

Summary

Service Learning strengthens and develops values. This article establishes the relation between Service Learning, self-esteem and the development of values based on a research carried out on a university student population. The investigation was of the correlational type, it used a sample of 129 students of Tarubo's University Education School who took the COM 104 Course (Service Learning) during the January to March trimester of 2010. The findings showed a positive and significant correlation between Service Learning and strengthening of their self-esteem and the development of their values after going through the experience of Service Learning.

Keywords: Service Learning, self-esteem, values, University student.

Introduction

Currently, our society has a lack of universal values. The community, the family and the school conspire against the education of these values. The youngsters need special attention due to the diverse problems they face day to day, such as: their parents’ lack of work, the increase in delinquency, and the lack of personal development. Society suffers of narcissist and depressive human beings, full of problems and social anxiety. This is a consequence of developing personalities with low self-esteem and a lack of values (Cava & García, 2004). The individual has a problem adapting in a healthy way to important aspects of his or her life, such as: having a good academic performance, having satisfactory social relationships, avoiding drugs and alcohol, keeping away from violence and having a solidary and sensible attitude to be able to get involved in society’s problems.

Development


This is the reason educational institutions post-high school are showing interest in including pedagogical strategies in their study programs, such as Service Learning. They

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are aimed at the student so he or she, by using Service Learning, strengthen their self-esteem and develop values like sensibility, solidarity, tolerance and civic responsibility.

![Diagram showing the integration of Service Learning to strengthen self-esteem and develop values](image)

**Figure 1**: Integration of Service Learning to strengthen self-esteem and develop values (Oyola, 2012).

Through Service Learning, the educator provides the student essential opportunities through which to develop skills that strengthen his or her self-esteem, values and civic responsibility (Giles, 2005, & Hollis, 2002). Therefore, the teacher combines knowledge taught to the students with community service and reflects on this acquired experience. This investigation was done for these reasons; the purpose was to relate Service Learning with the strengthening of self-esteem and development of values in the University student.

The investigation questions that guided the research were the following:

1. What relation is there between Service Learning and strengthening the self-esteem of the university student?
2. What relation is there between Service Learning and the development of values such as: a) sensibility, b) solidarity, c) honesty, d) compassion, e) respect, f) tolerance, g) civic responsibility in the university student?

**Methodology**

This is a quantitative correlational investigation. The collecting of data was done through a questionnaire which measured and quantified the variables to be investigated: independent variable: Service Learning; dependent variable: strengthening of self-esteem.
and development of values, such as: a) sensibility, b) solidarity, c) honesty, d) compassion, e) respect, f) tolerance, g) civic responsibility. The first part included information of the participants, years of education and the place where they carried out the Service Learning project. The second part of the questionnaire was composed by 46 constructs. The measuring scale was one of agreement level, Likert type. The instrument went through a statistical analysis from Alpha Cronbach and the coefficient of reliability was calculated, which was 89, with a beginning group of 10 subjects in each of the sub-scales. The results showed acceptable coefficients. This shows that it is a reliable, stable and adequate instrument in terms of internal consistency. The subjects of this investigation were all the students (129) of Turabo’s University Education School in Puerto Rico who enrolled for the COM 104 (Service Learning) during the academic trimester of January to March of 2010.

Results

*Pearson ® Correlation and averages between Service Learning and the strengthening of self-esteem and the development of values in university student.*

<table>
<thead>
<tr>
<th>Scales</th>
<th>Pearson ®</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>.217*</td>
<td>4.69</td>
</tr>
<tr>
<td>Sensibility</td>
<td>.325**</td>
<td>4.81</td>
</tr>
<tr>
<td>Solidarity</td>
<td>.230**</td>
<td>4.79</td>
</tr>
<tr>
<td>Honesty</td>
<td>.378 **</td>
<td>4.83</td>
</tr>
<tr>
<td>Compassion</td>
<td>.381 **</td>
<td>4.86</td>
</tr>
<tr>
<td>Respect</td>
<td>.430 **</td>
<td>4.85</td>
</tr>
<tr>
<td>Tolerance</td>
<td>.179 *</td>
<td>4.80</td>
</tr>
<tr>
<td>Civic responsibility</td>
<td>.190 *</td>
<td>4.80</td>
</tr>
</tbody>
</table>

*Significative Correlation*

*p ≤ .05

**p ≤ .01

Figure 2. Pearson ® Correlation and averages between Service Learning and the strengthening of self-esteem and the development of values in university student. (Oyola, 2012).

This study shows there is a significant correlation between Service Learning and the strengthening of self-esteem and development of values such as sensibility, solidarity, honesty, compassion, respect, tolerance, civic responsibility in the university student.
As a result of this investigation and as contribution to education, the author developed a model named MASPDAE (Service Learning Model for Teachers and Students). This model has the phases for the implementation of a learning-in-service program in a school or a higher education institution.

Learning-in-service Model for teachers and Students

What is MASPDAE?

MASPDAE is a Learning-in-Service Model for Teachers and Students of schools and/or higher education institutions that want to incorporate the learning-in-service-pedagogical strategy.

- The objectives of this model are:
  - To improve the strengthening of self-esteem and to develop values in students
  - To build solidary being with the community.
  - To develop being with human sensibility.
  - To strengthen values in students
  - To commit the student with his or her community through the development of his or her leadership.
  - To develop individuals with civic responsibility
  - To integrate into the school program the pedagogical strategy of Service Learning.

Vision

The building of leaders with ethical and moral values, with solidarity and civically committed with changing their community’s quality of life.

Mission

To integrate community service to academic programs through Service Learning and to develop leaders with values, solidarity, with a high self-esteem, sensible, human and civically committed with society.

To incorporate Service Learning to an education institution or university, the author recommends the following process:
Development plan for MASPade

Goal: To incorporate the Learning –in-service pedagogical strategy to academic programs.

### Phase I

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop an institutional policy that integrates the pedagogical strategy of Service Learning to the student’s class program.</td>
<td>-Development of a proposal that justifies the integration of Service Learning to the class program.</td>
<td>- Administrative Institutional counsel - School counsel - Academic board - Academic senate - Corresponding administration.</td>
<td>- Copy of the meeting’s draft - Approval certification.</td>
</tr>
</tbody>
</table>

### Phase II

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To encourage the training of the teachers in the pedagogical strategy of Service Learning</td>
<td>-To generate courses or workshops for the teachers who use the pedagogical strategy of Service Learning - To discuss The A+S Teacher and Student Manual. -to integrate Service Learning into their courses To develop links with schools, agencies, community center for using as integration centers for the pedagogical strategy of Service Learning.</td>
<td>- Teachers Specialist in Service Learning - Teachers Schools Universities Educational centers Seniors Centers -Center for abused women -Centers for homeless -Recycling centers -Churches -Special communities -Special needs children -Other places with needs.</td>
<td>- Analysis of the training process results -Number of participants -Copy of the material used to train the teachers -Reflection of the faculty -Copy of the exercises used during the training - Copy of the taining manual -Copy of the list of Centers and community agencies.</td>
</tr>
</tbody>
</table>
### Phase III

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
</table>
| To integrate the pedagogical strategy of Service Learning to the course’s objectives | - to identify the course where the strategy will be introduced.  
  - To develop objectives for the course where the strategy will be introduced.  
  - to develop a course guide. | - teachers who are specialist in curriculum  
  - Service Learning advisers. | - Course guide  
  - Copy of the course guide  
  - Copy of the course’s compendium. |

### Phase IV

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
</table>
| To train students on the pedagogical strategy of Service Learning. | - To teach students what the pedagogical strategy of Service Learning is.  
  - To discuss the difference between community service and Service Learning.  
  - To discuss investigation on Service Learning.  
  - To discuss what grades will be integrated. | - Teachers  
  - Students  
  - Course curriculum  
  - Course guide  
  - Informative material on Service Learning | - Students’ written reflections.  
  - Portfolio  
  - Evaluation sheet. |
Phase V

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
</table>
| To plan the Service Learning project. | -The student will identify his or her community’s needs.  
-He or she will choose where to carry out his or her project.  
-Documentation of the population and the service that will be offered.  
-He or she will receive the authorization from the teacher of the grade to carry out the project in the selected place.  
-Documentation: * presentation letter to the agency to which the service will be offered  
*Daily assistant sheet to the center  
-He or she will receive the authorization of the agency recipient of the service. | -Teachers  
-Students  
-Agency where he or she carries out the experience of Service Learning  
-Text book Service Learning for strengthening self-esteem and develop values (2012) | -Copy of the reflexive analysis of their community’s needs  
-Portfolio  
-Presentation letters  
-Acceptance letter from the center  
-Assistance sheet of the center or agency  
-Copy of the action plan  
-Copy of the grades that integrate in his or her experience in Service Learning. |

Phase VI

<table>
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<tr>
<th>Objective</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
</table>
| To put the Service Learning project into action. | -to develop an action plan  
-To identify what courses he or she is integrating | -Teachers  
-Students  
-Documentation of the agency where the project of Service Learning is carried out. | -Portfolio  
-Reflexive journal  
-Course guides |
Phase VII

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
</table>
| A Reflection about the Service Learning experience | -To prepare a daily reflexive exercise of the experience obtained through Service Learning  
- A discussion in the class about the reflexive experiences.  
- Analysis of the skills developed through the experience.  
- An analysis of the benefits obtained with the experience. | -Teachers  
- Students | - Essays  
- Self biography  
- Pictures of the activity  
- Videos of the activity  
- Copy of the pamphlets that were prepared  
- Newspapers  
- Articles  
- Photo collage  
- Poems  
- Presentation to the institutional community through an activity. |

Phase VIII

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Resources</th>
<th>Evaluation elements</th>
</tr>
</thead>
</table>
| To show the school/university community the acquired experience. | - The student will be able to develop the following activities: A power point presentation of the acquired experience (profile of the center, vision, mission, plan of work, reflection).  
- Publish an article about their experience of Service Learning  
- To develop a newsletter that talks about the whole planning process, action and reflection of the experience.  
- To create a mural or painting allusive to the experiences.  
- To prepare a collage of the experience and the impact it had  
- To prepare an activity in which all the projects are presented. | - Students  
- Teachers | - Essays  
- Autobiography  
- Pictures of the activity  
- Videos of the activity  
- Copy of the newsletters or pamphlets  
- Newspapers  
- Magazine articles |
Conclusion

With the emergence of Service Learning, the educator provides the student with essential opportunities through the development of skills that fortify his or her self-esteem (Cava, 2003; García, 2004). When the teacher combines the knowledge that he or she teaches the student with community service, the student develops, through reflection, critical thinking skills, problem solving skills, ethical and moral reasoning, empathy, respect for others and strengthens his or her self-esteem. The product of Service Learning focuses on building a student with solid values, capacity to think critically, with reflexive attitude towards life, respectful, with service vocation, able to work with others, high self-esteem, resilient, capable of self-control (Simons & Cleary, V.B., 2006).

On the other hand, with the incorporation and use of this pedagogical strategy, the sensibility of the university student grows. Such contributes to fight individualism and transforms the students in sensible being who worry about the rights of others.

Through solidarity we can build mutual collaboration among people who stay together at all moments, but especially when they live difficult experiences difficult to come out of (Tapia, 2000). Community work lets students get prepared not only academically but also in values as solidarity and cooperation to the community, to bring solutions as good human beings (Aguilar, 2003). Civic responsibility implies to help develop activities that contribute to benefit agencies, people, hospitals, schools and individuals who need it. Service Learning is an effective learning technic that contributes to building values and civic responsibility in students (Gallini & Morelli, 2003; Simons, L. & Cleary, V. B., 2006, & Furco, 2000).

Society suffers from a decadence of desired universal values. These values are based on a person’s dignity and human nature. Now a days, humans lack leadership, solidarity, sensibility, respect, tolerance, liberty, peace, social responsibility, commitment to others, truth, knowledge, dialog, autonomous critical thinking, and ethical values. This lack of values is responsible for multiple social problems. For this reason, it is necessary for educational environments to be more proactive and innovating in solving this value crisis.

Academic programs in post high school educational institutions must develop innovative pedagogical strategies, such as Service Learning for students. Through community service he or she will strengthen his or her self-esteem and develop values. Education has to take on the challenge of transforming the student into a sensible one, strengthening self-esteem, values and commitment with his or her community. However, there is a shortage of university teachers who know this pedagogical strategy of Service Learning and this one is used in a limited way in all educational scenarios. Due to the previously-mentioned need, it is urgent establish norms for the implementation of innovative pedagogical strategies like Service Learning.
University education has the challenge to transform the education for the future teacher. It has to be aimed at making a more committed student with society’s problems. He or she has to become conscious of the moral commitment of building being with a healthy self-esteem through the experience they acquire with community service. This can be done using Service Learning. Being a constructive teacher makes educational Institutions develop courses where moral, ethical and civic knowledge is taught to students. This is possible by putting into action and to the service of the community what is learned in the classroom.

Social constructivism invites us, through the Service Learning, to make the student the main actor in the process of strengthening self-esteem and developing values. Through this pedagogical strategy, the student analyses what the needs of his or her community are, how to put into action what he or she has learned in the classroom and then to have a reflection about such experience. In this reflection, the student evaluates his or her civic responsibility and contributes to the understanding of the community’s needs. This pedagogical strategy has to transcend public and private schools of Puerto Rico. It must not be a selective criterion but an acquired one, since through the experience, the student, the school, the family and the community are benefited. It’s in educations hand to reform the teachers.

The educators have to break the traditional model where the teacher is an active role and the student a passive role. By using Service Learning, the student will become active and responsible of social situation that afflict Puerto Rico.

It’s time to take a step towards a significant change in education of values to the students. As teachers in charge of training integral and socially committed educators, it is our responsibility to develop altruist being for our country, with critical thinking skills, involved in solving our country’s problems and identified with the wellbeing of the community. This is the momento.

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Narrative writing as a critical-interpretative practice of the self: a contribution to literary education from the university classroom

Ricardo Sánchez Lara

Summary

The following article shows an educational experience where the appreciation of the participants to the «Effective communication» course is problematized from a qualitative focus. This course is from a common program of Silva Henríquez Catholic University, in respect to the writing of accounts as means of self-knowledge. The results of the study allowed us to conclude that the written-narrative representation as key to the life’s project was valued positively since it favored the understanding and the development of the self.

Keywords: Autobiographical narrative, Self-concept, Literary Education.

1. Introduction

1.1. Context and problematization

Three premises are fundamental in the evolution of occidental thinking: First of all, the written culture positioned as a founding stone of the learning and teaching process; second, the institutionalization of the alphabet supports notions of truth and validity displacing the verbal-motor possibility of other historical moments; third, and using the other 2 affirmations: the locus of writing builds a contextual base in which «writing» has been naturalized as part of the social and cognitive development, without problematizing such naturalization.

As an answer to what was previously stated, this work tensions some limits of writing, its contribution to the socio-cognitive development, the relevance of its didactic treatment and the emergent opportunities of its curricularization. What do we write when we write? Why do it? To write dictations or to narrativize existence? These are questions that helped guide the analysis of how subjects perceived and valued the autobiographic process.

To accomplish this, the students of the «Effective Communication» course of Silva Henríquez Catholic University common program, cohort 2016, were selected. There were nine women and six men of diverse careers, in their first year (Law, Commercial Engineering, Psychology, and Social Work among others). The general objective was to

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analyze the perception of student regarding the narrative registry phenomenon. For this, three specific objectives were proposed:

1. To identify the valuations that arise during the writing process through an interaction focal group.
2. To classify the valuations that the students give of the didactic development, examining the meaningfulness expressed on a Likert scale.
3. To describe the products-accounts from the «self-knowledge» view.

For such means, a qualitative focus was defined (Flick, 2009) to ease the comprehension and interpretation of the writing process as a phenomenon of self-knowledge. In term of the methodologic sequence, it will begin with the course’s description, then the meaning of this writing in this lectureship and its didactic-ideological construction, to end analyzing the life accounts of the students.

The final objective is to be a contribution to the Literary Education field, connecting aspects of writing such as: the narrative and its production context, the positioning of the literary account as an idea-generating construct and self-awareness and its history through narrative.

2. Conceptual frame- work: a delimitatio to discuss ideas

2.1. A brief description of the course and work context

In general terms, the course’s purpose was to encourage the need to recognize senses and to mature their lives’ projects, through self-affirmation and the discovery of transcending with others (and for others). This way, and divided in three units, the lectureship pretended:

a) To widen their self-perception and of others, meaning to recognize personal needs and motivations.

b) To deepen his or her won recognition and acceptance of others, valuing its transcendence and their differences.

c) The build meaning onto his or her life’s projects at the personal, family and professional level.

The investigation was specifically carried out on point c, meaning, the need to build meaning onto their lives’ projects and to understand their own history through the elaboration of accounts. The didactic sequence of such intervention was divided in: a) contextualization of «life projects», b) design of four fundamental or critical accounts, c) self-analysis of the accounts in a focus group, articulated from the topics: C.1-.emotional dimension of the narrative construction. C.2-. Analysis of common patterns in the account. C.3-. Projective dimensions of the account.
2.2. The meaning of writing in the course: didactic-ideological conception

In the argumentative line of Literary Education, writing makes ideological sense due to the fact that its action implies, necessarily, the production of knowledge. Consequently, autonomy, reflexivity and praxis make a trio that subverts the idea that literary discourses are only teachable objects and moves, on the contrary, to a cultural conception (Mansilla, 2003). In this scenario, the contribution of this work in the emergent field of Literary Education is substantiated: The communicative function of writing is tensed (Alzate, 2000) and the emotional aspect is considered more important than the overstated technical-fictional content.

This didactic vision circumscribes to the curricular proposal of Grundy (1998), in which all pedagogical practices involves identity construction, production of social accounts and cultural content of three rationalities or possible interests: technical, practical and critical.

Technical Interest is sustained on the survival and reproductive pretentions of society; therefore, its focus is directed on the control of the subject and the means, the knowledge and the ways to access the representation of the truth, as well. Such rationality, based on an empiric-analytic vision, seeks to homogenize and hypothetically determine what’s valid and truthful. Its didactic opposite standardizes the knowledge and controls the variables that determine the educational process in function of the means and motivation centered in the institutionality.

On the contrary, the practical interest is set in the relation between subject, context and culture, generating new meanings and constructions from their interaction, interpretable from their own representation of truth. Therefore, the didactic discourse of the proposal became the comprehensive meaning since its principal pretention was the elaboration of meanings from the interpretation of textual and social discourses, in other words, from the autobiographical narrative writing as interpretative practice of the self.

Third, critical rationality is understood as a communicative action prone to change, emancipation and liberation; this paradigm subverts the technical system broadening the possibilities of individual election and self-reflection from the praxis that supposes «knowing yourself» to «modify yourself». Therefore, the didactic discourse of the course tended to the liberation in multiple dimensions, especially self-knowledge, since the individuals will modify their reality beliefs from the comprehension of the surroundings and the «self».

From these theoretical visions came the proposal of investigation, in that the paradigm of the writing supposed the comprehension of the Self through the account and the tension between subject, discourse and reality (Practical-comprehensive interest), to identify knots and promote change, to move to new states and to reflect on the own historic memory (critical interest), trying to answer on the fundamental question of Literary Education: How to get the student into dialog with literary texts and their
writing? According to Rueda and Sanchez (2013), this interrogative only finds an answer as long as the literary-writing act come out of the lived experience and allow students to access increasing discourse through critical and imaginative writing.

2.3. Self-knowledge and writing

The decision to face self-knowledge with biographical discourses was sustained in two of its characteristics: a-. The self-referential redaction helps the connection between the narrator and the affective motives of the enunciator. b-. The identity of the «self» as the principal character of the action favors a discourse centered in emotionality and, as consequence, in his or her valuation and belief system (Laguna, 1997). In fact, the autobiographical discourse builds senses and bidirectional representations of reality; on one hand, it helps the comprehension of the world and, on the other, it contributes to the code system and social meanings.

The accounts organizes experiences where the subject disappears and permits a narrative voice that emerges from an installed competence by cultural paradigms; thus, the person who narrates his or her experiences has, as heritage, a patter or sequence which, regardless of the models, must exist: history to tell, complication and resolution (Adam, 1992).

As a cycle, the construction of autobiographical discourses contributes symbols to culture and returns narrative patterns that favor the comprehension of the «self»; in other words, self-esteem and self-cognition are a product of the reflexive process where the subjects acquire notions of themselves through observation and the construction of accounts (Navarro, 2009). In the discourses of the «self», wishes, passions and frustration that constitute, in turn, dimensions of the social and cultural person, meaning, patrimony registry and image that is immortalized in the self-defined exercise of writing, as long as there is interaction with the surroundings through language. As Toledo said:

If identity is built throughout the subject’s existence, identity conveys a story. The story must consider two meanings: the story as a succession of events and the story as the account of such events (…) Also, we must consider that the story doesn’t refer to the past only but also refers to the story that is in construction, in other words, the future (…) then, the concept of identity also connotes the notion of project: identity acts as such for one who has a project (2012, p. 49).

This double meaning (story as event and story as account) is hybridized in the autobiography giving way to statements that tension the cultural meaning of the subject, therefore, to examine the autobiographical narrative as social construction is to observe the symbolic dialog between self-concept and identity (Larrain, 2003). This way, the proposal finds meaning in Literary Education, since it centers in the interaction of the
author’s world with his work, giving more importance to the autonomous learning, nourishing it with read-write practices that combine interpretation and creation (Mendoza, 2006).

3. Analysis and interpretation

Following, some evidence of the investigation process will be presented. First of all, we will see a chain of sentences (interaction sequence) taken from the focus group, to be able to analyze it according to the writing process. Then, fragments of the students’ reflections will be checked in relation to self-knowledge and, finally, a summary table with the valuations expressed in a Likert scale.

3.1. A glimpse at the focus group and common patterns

The focus group (13 of 16 registered students) started with questions associated to the writing process, to how they felt narrating and what they learned from this action. Only the first interactions (T=teacher and S=student) in regards of the question: «What sensations did you get by writing accounts of your lives?» were selected.

<table>
<thead>
<tr>
<th>T</th>
<th>«What sensations did you get by writing accounts of your lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Let’s see… first, I think it was easy to feel those things again that, well, I want to forget, at the beginning I was scared, after I loosened up… I was sad, but at the end I could tell things that were good for me.</td>
</tr>
<tr>
<td>S2</td>
<td>It’s true, it’s good for closing some things anyway, it helped on that.</td>
</tr>
<tr>
<td>T</td>
<td>Did some of you feel something similar or was it different?</td>
</tr>
<tr>
<td>S3</td>
<td>To me, at the beginning, I couldn’t write, I am not used to it but when I started, after I couldn’t stop. It was healthy to look back.</td>
</tr>
<tr>
<td>E2</td>
<td>That’s what I meant by closing things</td>
</tr>
<tr>
<td>E4</td>
<td>It was comfortable for me; it helped me find answers to things I hadn’t looked at calmly.</td>
</tr>
<tr>
<td>E5</td>
<td>Now I understand why I’m independent</td>
</tr>
<tr>
<td>E6</td>
<td>I think many of us felt that, it’s not easy starting to write, after you continue with energy. I saw things from before and realized things of now, I don’t know if I explain myself…</td>
</tr>
<tr>
<td>P</td>
<td>Something like understanding the present?</td>
</tr>
<tr>
<td>E7</td>
<td>Yes, at least to me.</td>
</tr>
<tr>
<td>P</td>
<td>If you focus on answering what you learned about yourselves when writing?</td>
</tr>
<tr>
<td>E8</td>
<td>That family is very important</td>
</tr>
<tr>
<td>E9</td>
<td>That I’m scared of the past, sometimes that’s bad for me in the present.</td>
</tr>
<tr>
<td>E10</td>
<td>That I like remembering and realize that I’ve had a very happy life.</td>
</tr>
<tr>
<td>E11</td>
<td>That I am resentful, but not in a bad way</td>
</tr>
<tr>
<td>E12</td>
<td>To set goals for myself</td>
</tr>
</tbody>
</table>
E13 I agree with that, I realized I must set goals for myself.
E7 That happened to me too, I’ve never set many objectives
E9 To look back helps you set goals for the future.

Table N°1: Sample of the interpretation chain in relation to perceptions of the narrative writing process. Of self-elaboration

When we observe the interventions, it is evident to focus 2 temporal planes: the past and the present. The narration helped, according to the students, to look at themselves in the story and to make sense of «today» through the causal explanation of certain behavior and actions. This fundament of the present takes us to the comprehension of Grundy’s argument (1998), the revision of their own memoirs show a fundamental interpretation state: self-knowledge. This way, to understand the world and the experience from the story of the «self», dialogs with the perception of the subject faced with existence: «the construction of meaning through the interpretation act gives, therefore, a base to make decisions in relation to the action» (Grundy, 1998, p. 87).

The action of «knowing to know oneself» nears to a state previous to the modification of truth schemes. In fact, when the conversation derives to personal accounts, another dimension came up that, inevitably must be placed in the chronological: the future. The narrators discovered from their texts and while telling diverse perspectives, that looking at their past not only confronted them with their current history but, above all, forced the change; to the prospective modification.

This tension originated in the comprehension of the «self» through the account as precedent of the modification, borders with liberty, in other words, with one of the principal premises of literary Education: to subvert what is interpreted transformable in the mentioned exercise of self-understanding.

Literary Education, thereby, must provoke in the student a central experience: the subject’s recognition in the frame of social and cultural space. As long as the literary work is updated and lights up the time and cultural circumstances, its reading becomes a component of education’s everyday chore. For this same reason, it must be inscribed as a way of knowing through which the youngsters denote socio-cultural reality (in other words, different horizons of symbolic representation, believes and values mediation that knit human relationships) and, also, interiorize it as experience (Rueda y Sánchez, 2013, p. 38).

3.2. Writing and development of self-knowledge

If the result of the account is the revision of past and its confrontation with the present to modify it, then, writing is liberty, in turn, appraisal category for the subject; self-esteem, after all: Self-esteem is the appreciating feeling towards ourselves: the judgment we have
of ourselves, of our way of being, of who we are, the set of body, mental and spiritual features that configure our personality, it determines the way we perceive ourselves and molds our lives (Navarro, 2009, p. 2).

When writing the accounts, they had to judge them with indicators that articulate a self-critical and comprehensive argument, looking through, for example, the possible learnings and the emotional connection with the narratives. Of such indicators, 13 fragments in relation to the topic «common patterns regarding the development of self-understanding» were chosen. Check the table:

**Table N°2: Selection of reflections: «Common patterns regarding self-understanding»**

| S1- | Throughout my life, many things repeat, among them and principally I find learning through beatings...maybe, sometimes it has been hard for me to understand why. Finally I do it and accept it, learn from it, I keep what I learned and I practice it. Also, I find irresponsibility in many episodes of my life...how I have faced it...turning the page and continuing forward when faced with adversity. |
| S2- | Through each one of these accounts I got something a learned, I could find an appreciation to life, each thing that happens in it, has a reason why and for what and through these, that have left a mark in part of my life, I can say I have grown as a person, because I didn’t know «forgiveness» until I had to live an experience like this. |
| E3- | I was able to realize that it’s important to be responsible and committed at the moment of doing an activity or profession, but it’s also important to have vocation, because it is important to be in frequency with what we do. |
| E4- | Family is the center of everything I do. Also my studies and work as main part of my individual as well as family development. One of the emotions that most frequently come up is the enthusiasm that drives me to develop myself and always have new goals. Gratitude; regarding my family of origin, mi wife and her efforts and sacrifices regarding my family. The love I feel towards my family and my parents, my work colleague, etc. |
| E5- | The most regular of what I wrote is that I am a very perseverant and a fighter; I define myself with those words. Emotionally, I consider myself stable most of my life, but regarding my family I consider myself emotionally vulnerable, It’s been hard to be more firm in this aspect, but I work on it to improve. |
| E6- | If I hadn’t lived all this, I wouldn’t be where I am today and I believe all this has made me as a person, I know I have a lot to live, to laugh, to cry; many more things that I’ll have to live and maybe it won’t be easy to carry them, but thanks to these moments that marked my life, I’ll have a better way to face my problems since everything we live makes us stronger and leaves a lesson. |
| E7- | The common topics that these milestones present are positive, regarding to what I think in response to the experience, there is the feeling of strength, where I show myself as a strong person, consequent and fair in the way I act considering the absence of people in my life, and being a positive person, which helps me a lot to continue forward; joy, is what I feel when I remember moments that changed me, in the self-understanding sense; affection, it characterizes me since is how I show myself to valuable people who care about me; gratitude, which I what I feel when I was able to find a family where I feel loved and respected for what I am without asking for anything in return. |
E8-. Patience is something really important that not everyone has, it was difficult for me to find it, during my life I had to go through bad things but they helped me value it and to be closer to it. Putting yourself in another person’s shoe is very valuable to me, not all of us think alike and we don’t have the same luck, either, since everyone has or had different realities; it will be very useful in the future, in an organization in the area where I work I’ll have to use this ability.

E9-. I think in all my milestones I found emotions like happiness, sadness, resentment, etc. but I think I still need some type of challenge, but I am sure I can change many things or improve them, in special cases I tried to calm my feelings, to speak up when I need to express something that’s troubling me, to control my ego and to be able to understand the rest, their situations and everything that makes me uncomfortable when I don’t feel welcomed in a place.

E10-. Regarding that which is common in all the accounts before, when I observed them I was able to see that most of the times I have felt victim of a situation, regardless that in some cases the situations were clearly not in my control to avoid and/or if I had done something different, things would have happened anyway. But there are situations that we can control, where we are victims and aggressors because if there is something I learned is that we are never complete victim of something or someone.

E11-. Considering all the problems I had, I didn’t need anyone to be next to me, on the contrary, I would look for a solution to what had happened. The emotions I felt which repeat, is the sadness, on one hand because my mother left the house twice but also joy, perseverance, because my father was always there with us in everything.

E12-. In my 4 texts, my sensibility repeats when I face different situations and I think this works against me. I would like to be stronger, more assertive in difficult instances.

E13-. The main point discovered in this work, through accounts in the four texts is family, which is an active and dominant element that I discovered in the development of this narrative of facts that have marked me. This central axis has never stayed stationary, on the contrary, in each one of my evolution processes that I have been developing throughout the years, I has moved from different states or shapes, from less important to being very crucial in each decision I have made, which has made me reconsider various situations and way to organize my internal «self»

E14-. I have seen that my family has always been present in everything I have lived, whether was good or bad, it is a consequence of my incapability to face problems.

E15-. I realized that in my four account I have always felt bad because I worry about the rest more than myself.

E16-. In my stories I discovered that the reason of everything is my son, it’s like nothing had existed before him.

Table N°2: Selection of reflections regarding self-knowledge. The students became codified with a number to protect their identities. Own elaboration.

When reviewing the fragments, it is possible to evidence that there are aspects of the personal development that repeat: affective appraisals of the family, finds of existential senses and self-criticism. The accounts favor the construction of identity and strengthen the emancipatory transformation of the subject:

Identity, therefore, is the capability to consider one-self as object and in this process, a narrative is being built about oneself (...) but this capability is acquired in a process of social relationships mediated by symbols. The identity is a symbolic project the individual constructs. The symbolic materials with which the project is constructed are acquired in the interaction with others (Larraín, 2003, p. 32).
3.3. Appraisals of the writing process

When talking about appraisals, it is necessary to take a stance that helps conceptualize them and understand them as analysis tools. Thereon, Alarcón point out:

We understand appraisal as the discursive construction of the intersubjective attitude and posture. It includes, then, all the uses of evaluative character available in the languages. However, the reach of the appraisal is bigger, since it includes the negotiation of these evaluations that speakers carry out in their communicative interactions with real or potential receptors. (2015, p. 273)

Seen in this way, the appraisals are discursive resources through which the subjects evaluate intersubjective actions, phenomenon, and interactions, whether it be from the affective-emotional (happy-unhappy, sure-unsure, satisfactory-unsatisfactory, etc) or the esthetic-appreciative. In this work’s case, a Likert scale was created to observe how the subjects appreciated the act of writing and its process (instrument validated by experts). The appraisal dimensions were: a-. Comprehension from behavioral accounts or present actions, b-. Reflections from the account about behavior or actions, c-. Evaluation of the possible modifications considering the narrations’ analysis and d-. Recognition of personal aspects they didn’t know or were hidden during the writing process.

Table N°3. Appreciations of the writing process

<table>
<thead>
<tr>
<th>Statements to appraise</th>
<th>Agree very much</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>To tell situations of my life helped me <strong>understand</strong> some behavior or actions of my present</td>
<td>87,5%</td>
<td>12,5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>To tell situations of my life helped me <strong>reflect</strong> about some behavior or actions of my present</td>
<td>62,5%</td>
<td>31,25%</td>
<td>6,25%</td>
<td>0%</td>
</tr>
<tr>
<td>To tell situations of my life helped me conclude that there are things <strong>(positive or negative)</strong> of myself I’d like to <strong>modify</strong></td>
<td>37,5%</td>
<td>31,25%</td>
<td>18,75%</td>
<td>12,5%</td>
</tr>
<tr>
<td>The process of constructing accounts of my life helped me <strong>identify</strong> characteristic of myself I didn’t know or kept hidden</td>
<td>75%</td>
<td>18,75%</td>
<td>6,25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table N°3. Summary table of appraisals about the writing process regarding: Comprehension of oneself, reflections about modifiable present behavior. Own elaboration.

Effectively, the accounts and their writing process helped broaden the understanding of themselves in the present; likewise, favoring reflection and generation of conclusions.
regarding possible behavioral changes. Maybe the most interesting part of the results is the indicator related to the hidden or unknown zones of their personality, in which 75% registered a positive assessment, in other words, a vast majority of the students recognizes having identified aspects of the «self» that weren’t visible before the writing exercise, which coincides with 87.5% that recognizes writing as a self-knowledge phenomenon and 62.5% which falls on the self-reflection place in respect to their current behavior.

3. Conclusions

Following the idea of Rueda and Sánchez (2013), we must assume that as an appraisal instance, lecture and writing are life, discovery, self-knowledge, acquisition and reflection regarding human experiences, therefore, accepting the limitations of this proposal, we can deduce that, without covering all the categories of Literary Education as emergent paradigms, we have proposed a way to face the account in dialog with the subject and his or her world, giving importance to the students’ perceptions in relation to their trajectories of self-understanding.

As a consequence, and thinking about the writing process, after identifying the emergent dimensions of the focus group, it is possible to conclude that the construction of the account, three aspects of the «self» came to light: a) introspective reflection, b) retrospective evaluation, c) retrospective volition. These are substantiated in the permanent declaration of the past as a place to return with the narration; a meeting place with their own historic memory from where the present is look at (family relationships, evaluation of life’s project and causal connection to attitudes and ethic constructs). This understanding of the «self» as a historic subject is, in turn, a volition catalyzer, in other words, willingness to change in virtue of what is appraised (in the autobiography) as negative. The referred prospective predisposition dialogs with the topic «development of self-knowledge» in the same dimensions temporal (past, present and future), that is to say, helps «knowing thyself» to «modify thyself».

The entire panorama exposed referends with the appraisal assigned to the writing process in the following planes: comprehension, reflection, evaluation and recognition of modifiable aspects of the «self». The correlation between the account and self-knowledge come from the percentages exposed in Likert, which tells us most inclinations lean to appraising the dimensions as very positively concerning: knowing oneself, appreciating oneself and evaluating oneself through narratives.

This way, the didactic intervention was able to place itself in the emotional plane of the writing and generate self-analysis regarding two important premises: a) the autobiographical narrative is an interpretative place of the «self» which give it its context through a symbolic-cultural dialog and, b) the recognition of the subject through the literary exercise is a liberating practice, as long as there is shifting of the senses, willingness to change and writer’s praxis as a historic subject. In relation to the identified cases, it is possible to conclude that, in fact, this teaching experience can fit in Literary
Education, due to the ideological sense of the writing act, the conception of literacy as a cultural agent and the constant tension of writing’s pedagogical sense; definitely, since narrative has been disconnected from the theoretical hiperbolization, taking it to a self-knowledge plane and the reflection regarding the «self» of writing.

To end, it seems necessary to go back to the founding statement of this experience in the classroom: the interest that must be activated in the students as valid «others» must be, as it was manifested, the one who pretends the comprehension of culture and of their own experience in virtue of the possible change; in other words, the one who enables resignification of life’s projects.

References


Reflexions about the implementation of the flipped learning modality in the UCSh

Karinnette Valenzuela Ponce⁹
Sebastián Leal Arenas¹⁰

Summary

The following study unveils the perceptions of English pedagogy students from Silva Henríquez (UCSh) Catholic University about the implementation of the teaching modality named Flipped Learning, in the curricular activity Compared Grammar, imparted the first semester of 2017. The methodology was based in the quantitative and qualitative analysis in a perception questionnaire using the Likert scale. The results indicated that students qualified this practice as satisfactory in relation to the mastery of the course’s competences. However, the aspects to improve are of technical nature and related to the material that was used.

Keywords: Flipped Learning, Audiovisual Material, Classroom Innovation.

Introduction

Flipped learning is a pedagogical model that is characterized for promoting learning instances outside the classroom through multimedia tools, especially the use of audiovisual material. This model uses the classroom time together with the teacher’s experience to ease and encourage processes acquisition, practice and the application of the knowledge inside the classroom, while the lecture takes place outside it. In Flipped Learning, the situation that normally take place in the classroom, take place in the students’ homes and vice versa.

This pedagogical process come up at the beginning of the XXI century as a way to incorporate the use of the TIC in curricula activities of economy in Miami’s University, where the teacher asks the student to have command of specific knowledge before the class (Martínez-Olvera, Esquivel-Gámez & Castillo, 2014). Considering this, Flipped learning allows the student to control the time and space to which he or she will be exposed to the content of the lecture, additionally, it promotes autonomous learning.

In this diagram, the teachers are able to free classroom time to increase the participations of students (active learning) through questions, debates and applied activities that promote exploration, articulation and application of ideas.

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In summary, the educational innovation that this model offers the following principal benefits:

1. It allows the teacher more time to dedicate to personalized questions
2. It is an opportunity that encourages collaborative learning in the classroom
3. It gives students the opportunity to access the content given by their teachers again
4. It facilitates the roll of the student as an active agent of his or her own learning.

Even though the inclusion of TIC in education doesn’t guarantee an improvement in the acquisition of competences of the course, Flipped Learning, in comparison to the traditional way to teach, offers diverse alternative modalities to present the material, which benefits the younger age group, the so called digital natives.

In the short history of this learning modality’s implementation, there have been reports of some potential disadvantages which are evidenced in the implementation of Flipped learning, such as the great amount of time that the recording and edition of the videos take, the feeling of helplessness and/or abandonment among the students which can confuse them (Talbert et al., 2012). In this sense, it is understood that any intention of innovation in the classroom requires an insertion time that brings with it a period of cultural shock to which we must get accustomed.

Finally, Flipped learning promises to bring a space for interaction and inclusion in the way the knowledge is presented and acquired.

Objective

This writing delves into the advantages and disadvantages of this modality’s implementation, Flipped Learning, perceived by the students in a Curricular Activity in the English Pedagogy career at Silva Henríquez Catholic University.

Methodology or work strategy

To be able to observe the initial impressions of students when faced with the implementation of Flipped Learning in the classroom, we worked on the making, design and distribution of the multimedia material in the Compared Grammar Curricular Activity during the first semester of 2017. This course corresponds to the 2009 program of English Pedagogy in the UCCH. Compared Grammar contemplates 8 thematic units in its programing; seven had audiovisual material to promote the Flipped Learning modality. For each video, an associated work guide was made, which had to be filled out by the students in person.

The teacher in charge of this CA prepared and distributed the material included in the video to different teachers of the English Education School who were filmed imparting mini lectures regarding the previously mentioned topics.
The videos, that last between 5 and 11 minutes approximately, were accompanied by a teacher who explained the pertinent grammatical concepts using a PowerPoint presentation which was made by the teacher in charge of the course. Then, the videos were filmed in different rooms of the University and edited by the teacher Sebastian Leal with his own technological resources available in his home.

In the videos we could see the teacher giving his class, making a reference to the terms and examples in his presentation which was projected simultaneously on the screen.

The size of the videos made their access through the Virtual Classroom Platform of the University impossible. Therefore, different measures were taken to access other means of diffusion. YouTube was chosen. However, because of security reasons, some teachers didn’t agree to upload their videos to this online platform. The following list shows the links of the material which has the teachers’ authorization.

Unit 1: What is grammar and what is not: https://youtu.be/ipcNckyOUr8
Unit 2: Transfer: https://youtu.be/s6eTg7IWFac
Unit 3: Error Analysis: https://youtu.be/cbT8qY-9yMc
Unit 6: Adjective and Adverbial Phrases: https://youtu.be/cIcHiSSf8xE
Unit 7: Verb Phrases: https://youtu.be/LhMnlvPDsVg

At the beginning of the class, the teachers asked the students to sit in groups of 3 or 4 and to comment the video assigned for the class. When commenting, they had to share the questions they had prepared. While the students commented on the video, the teacher walked throughout the classroom taking note of the questions each group discussed. Then, the teacher wrote the most frequently asked questions on the board and examined them together with the students. When finished, the teacher gave each student a work guide associated to the video they had just discussed. It included comprehension as well as analysis and implementation questions.

Once the course ended, an online perception survey was answered by the students who participated. The survey, which had 11 criterions to consider plus an open question so they could give their suggestions and/or observations, was made with the Google Forms tool and can be seen in the following link:

https://goo.gl/forms/SFgGfoNIIfmcEVJl32

This tool was elaborated using a Likert scale. It had statements with which the students had to agree or disagree using a scale from 1 (disagree very much) to 5 (agree very much). The information obtained from this survey was gathered to see if an initial approach to the flipped learning modality generates positive or negative opinions among students.
Main finds

According to a tabulation of the answers given by the students enrolled in the Compared Grammar Curricular Activity of the English Pedagogy program of the first semester 2017, we can say:

The students expressed they feel mostly Very Satisfied with the contribution of the audiovisual material in terms of intermediate-advanced grammatical knowledge (see graph 1). This information is of great relevance because it shows that apprentices handle lexica-grammatical structures of level B1- according to CEFR- which allows them access to linguistic-declaratory semi advanced information.

Graph 1: Contribution of the audiovisual material.

A difficulty that came up regarding this methodological approach was the inability for students to playback the audiovisual material. More than 50% of students mentioned feeling Very Satisfied or Satisfied with the playback of the material which indicates they didn't have complications with it. The rest of the students mentioned feeling neither Satisfied nor Unsatisfied, informing of problems with the playback which were able to solve by themselves or by asking a classmate for help.
Graph 2: Playback of the audiovisual material.

On the other hand, the students agreed that the activities designed for each audiovisual material were all well aligned, which contributed to a sense of continuity to the program related to the Curricular Activity. 86% of students mentioned being Very Satisfied with the statement of this item.

Graph 3: Pertinence of the activities associated to the material.
When thinking about the implementation of Flipped Learning, technical aspects related to the image, audio and editing quality were not considered. The English Education School doesn’t have the necessary equipment to be able to make semiprofessional work, which was shown on the technical quality of the material. Many of the recordings were carried out near the University campus where the ambient sound was captured by the camera used, therefore affecting the comprehension of the teacher’s words in the video. In this item, 14% of students said to have felt Unsatisfied (see Graph 4).

**Graph 4:** Image and audio quality of the audiovisual material.

One of the challenges that teachers face in the 21st Century is taking measures regarding the low motivation that millennials show as a consequence of being a generation accustomed to receiving a great deal of stimuli through multimedia tools. The survey indicates that students reacted positively to this pilot project, which aims at presenting information compatible to the expectation and customs of the digitally natives, generating interest and motivation.
Just as it was mentioned before, the participants also had the chance to express their opinion in a non-guided way through an open question. In general, the students agreed on the low audio and video quality of the presented material, mentioning the need of having a designed and prepared place to carry out these recording.

Results or reflections

During the first two or three sessions in which the proposal of Flipped Learning was used, there was a positive reception from the students. They actively worked in the development of the complementary material in the classroom.

The most significate positive aspect was the increase in the participation level of students who were usually reserved and shy, students who don’t frequently ask questions or doubts in front of the class. Another observed tangible benefit was the capability of the students to work on a solution to a problem in a collaborative way.

However, as the weeks went by, the enthusiasm for the new methodology was not the same, which was reflected in the low participation of students who didn’t get to complete the questions and comments exercise because they admitted not getting acquainted with the assigned material.

The low preparation was an expected potential risk which shows the lack of self-regulation and self-discipline of the students whose expectations are not to be the main characters of the classes they assist. They settle for being passive actors whose role is to only take notes of the teacher’s class. This attitude aligns with the traditional teaching style nationwide.
A third positive aspect to consider is that this methodology, because it is not face to face, could be very useful and efficient in irregular situations, such as student strikes, where face to face classes are not possible.

The recording and editing of the material was done in an amateur way and teachers, from the beginning, commented on the low audio and video quality. As a way to obtain better visual and audio quality, we proposed the acquisition of a camera where a microphone can be connected, such as the Go Pro Hero 5 (359990) or the Nikon Coolpix P7800 (39 990). It is also imperative to make the necessary arrangements to adapt a small room with the audio characteristics of a recording studio.

Finally, we need a specialist in editing software to help with the preparation of the final audiovisual material. He or she can also train a teacher of the English Education School in the use of the editing software.

The implementation of multimedia resources in the classrooms of English pedagogy students was a moment that encouraged the collaborative work among the teachers of the English Education School. They not only agreed on sharing their knowledge to make the videos, but also showed a lot of enthusiasm, willingness and availability of time to work as a team.

Conclutions

During the first semester of the current year, the implementation of the methodology known as Flipped learning was carried out. Its purpose was to optimize the meeting time between students and teachers, to promote collaborative work among students and to use multimedia tools as an information-transmitting mean.

The elaboration of the material was done by teachers of the English Education School who voluntarily became part of this pilot project, and was coordinated by the teacher in charge of the Compared Grammar Curricular Activity.

The recording and editing time of the material was carried out with the resources that the teachers had available, which meant low audiovisual quality due to the lack of adequate places and equipment.

During the implementation of Flipped Learning, the common previous preparation to a class was replaced by the watching of the audiovisual material, which was made available in links through e-mails. During the lectures, the students asked questions and, in groups, completed a guide associated to each video presentation, and with the help of the teacher in the classroom.

The final material consisted in 7 videos with mini lectures which were related to the content established in the Compared Grammar Curricular Activity. There were also 7 work guides to be developed after watching the videos.
In a context, where the new curriculum based on competences is installed which brings the need to carry out new teaching practices, we can observe that the implementation of new methodologies in education is subject to a strict inspection by different agents, especially the students. This is the reason why, without a doubt, pilot stages must be monitored by more than one teacher so its adjustments and correct implementation can be carried out. This aims at the creation of spaces to develop students’ competences and to show that there are diverse ways to reach the objective.

References


